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ABSTRACT

A listing of resources is presented for parents of handicapped children. Resources are categorized according to the following types: programs, organizations, products, and additional resources; federally funded programs; national parent organizations; local parent training; and handbooks, book lists, and media. Entries are organized according to 13 topic areas: autism; early childhood; emotional disturbance; general information on disability; hearing impairments; language impairments; learning disabilities; linguistic and racial minorities; mental retardation; multiple handicaps; orthopedic handicaps; other health impairments; parents' rights, due process, the law, individualized education programs, and mainstreaming; and visual impairments. Program information includes a brief abstract and listing of program type and population served. Entries are cross-indexed where appropriate. (CL)

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Parental Involvement in the Educational Process of Children with Special Needs: An Annotated Report.

[Final Report]

and

Research Analysis

Submitted by:

Robert D. Kreger, Project Director
Grant # - G008100429
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Northeastern University
Boston, Massachusetts

EC190814

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Angelica Sawyer served as Project Assistant and performed admirably in collecting and analyzing data from agencies and interviews with parents and professionals at national, state and local levels.

Denise D'Auria was invaluable in her professional approach in organizing the selected,annotated bibliography.

Many national, state and local organizations and professionals were instrumental in helping us gather appropriate parent material. A partial list of many of those professionals are in the Appendix.

In addition, a special thanks to Helene Anzalone for her tireless assistance in editing and to Sheila Ray and Grace Keown for their priceless clerical assistance.

Additional gratitude is extended to Rita Lutkevich, Anne O'Neill and Stacey Timmins who as work study assistants performed many and varied important tasks for the project.

Author's Notes

The reader's attention needs to be drawn to the following matters pertaining to the format of this document.

1. Where appropriate, any entry which services more than one category has been cross-referenced according to page number. See Index. Under the traditional bibliographic format for each category, an additional cross-reference notation is supplied; i.e. SEE Mental Retardation.

2. Many of the entries of this document were obtained from published sources which are cited, in parenthesized code, at the end of each entry, i.e. (ERIC). Below is an explanation of the source from which these entries were obtained.

ERIC - Educational Resources Instructional Center - Council for Exceptional Children.

DSPS - Dispute Settlement Procedural Safeguards: A Catalogue of Materials Related to Educational Rights of Handicapped Children. Abt Associates Inc., Washington, D.C. Ruth Brannon, Elaine B. Wright and Christine Swearinger.

PDAS - Program Development Assistance System
University of Washington
Seattle, Washington.

TADS/WESTAR - Technical Assistance Development System
University of North Carolina
500 NCNB Plaza
Chapel Hill, North Carolina 27514

Western States Technical Assistance Program
345 North Monmouth Avenue
Monmouth, Oregeon 97361

TPTT - Teaching Parents to Teach by:
David L. Lillie and Pascal L. Trohanis, editors
New York: Walker and Co., 1976.

APOLOGIA

With such a large undertaking, project staff are aware that some materials are bound to be unknowingly omitted. This we regret. We also apologize to those authors or organizations, etc., who object to the manner in which their work was annotated. We realize our shortcomings in attempting to convey the meaning of the work of others. Often in our efforts to focus on our specific topic, we necessarily omitted certain aspects of a topic or program. In certain cases, organizations did not respond to our request and unfortunately had to be omitted. For this we apologize. In addition, time and financial constraints did not allow us to contact or discover certain programs that may have been pertinent for inclusion under this topic. For this unfortunate realism, we apologize.

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Programs, Organizations, Products and Additional Resources

PROJECT TITLE : MODEL EDUCATION PROGRAM FOR AUTISTIC CHILDREN AND YOUTH

CONTACT PERSON : Sandra L. Bailey, 815/753-1289

PROJECT ADDRESS : Department of Learning Development and Special Education
Northern Illinois University
DeKalb, IL. 60115

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth.

POPULATION SERVED: Speech impaired and autistic children, aged 5 to 12 years, whose handicapping conditions are severe to profound, and their parents.

PROJECT ABSTRACT : This project represents a cooperative effort on the part of the faculties of Special Education, College of Education, and the Department of Communicative Disorders, College of Professional Studies, Northern Illinois University; and the School Association for Special Education-DuPage, a 29-member district cooperative located in DuPage County, Illinois. The program will serve autistic and autistic-like children of elementary and secondary ages, and features the following: 1). practice-stretching services in integrated, age-appropriate, public schools; 2). programming in community settings as well as home and school settings to increase the functional use, generalizability, and durability of skills taught; 3). the establishment of a cadre of nonhandicapped students to act as peer models and tutors; 4). the functional communication and social skills required of individuals living in heterogenous environments; 5). the use of social validation principles and procedures to assess the social importance of instructional objectives and the extent to which each student has met less restrictive settings or progressively less dependent activities; 6). the use of personnel from many disciplines to participate in educational decision making and programming; 7). the delivery of comprehensive inservice programs; and 8). services to parents and their inclusion as educational planners and implementers. Services are provided in a suburban, regular elementary school. Twenty-nine school districts are involved. (1980-82 PDAS)

PROJECT MATERIALS DEVELOPED FOR PARENT USE : Not indicated.

PROJECT TITLE : MODEL EDUCATIONAL SERVICES FOR AUTISTIC CHILDREN AND YOUTH

CONTACT PERSON : Dr. Andrew L. Egel, 301/454-6596

PROJECT ADDRESS : Special Education Department
University of Maryland
College Park, Maryland 20742

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Youth aged 5-9 years who are autistic, and whose handicapping conditions are severe, and their parents.

PROJECT ABSTRACT : This project is designed to develop a comprehensive model for educating autistic children in the public schools. The program is implemented through a model classroom and through a traveling team of teacher trainers. The objectives of the project focus primarily on the development of teacher/public school-relevant strategies for promoting acquisition and maintenance of appropriate behaviors and reduction of inappropriate classroom behaviors. Specific objectives include the development, assessment, and extension of new and existing procedures for: 1). reducing physically disruptive behavior and self-stimulation, 2). motivating autistic children in learning situations, 3). ensuring that classroom gains are generalized and maintained in other settings, and 4). training parents and teachers of autistic children in the use of instructional techniques. The project will also assess different strategies for placing autistic children in the least restrictive classroom environment, focusing on which autistic children will benefit most from which setting, what skills are necessary for placement in each setting, and the effect of placement on other students in the class. Finally, the project will utilize existing functional curriculum programs and models as sources to identify the skills necessary for independent functioning in a variety of environments (regular classrooms, vocational settings, etc.).

Services are provided in a special elementary school, serving rural and suburban areas in two counties.
(1980-82 PDAS)

PROJECT MATERIALS DEVELOPED FOR PARENT USE : Not indicated.

PROJECT TITLE : COGNITIVE DEVELOPMENTAL INTEVENTION PROJECT FOR DISORDERED CHILDREN

CONTACT PERSON : Arnold and Eileen Miller, Directors 617 /522-5434

PROJECT ADDRESS : 11 Wyman Street
Boston, MA 02130

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: A maximum of 30 children aged 2 to 8 years, who have no sensory or major physical defects, but are characterized by major disturbances in the following areas: behavior organization, contact with the environment, social-emotional contact with adults and children, and communication. The children are nonverbal, autistic and brain damaged.

PROJECT ABSTRACT :

Program for Children

The program employs a cognitive developmental approach using adapted sign language and intervention in the major disturbance areas. The center-based program operates 22½ hours weekly; four additional hours weekly are devoted to home outreach. The program uses a structured, individually designed curriculum concurrently with less structured psychotherapeutic interventions.

Measures of Child Progress

A trimester (120 days) evaluation cycle uses videotaped observation profiles, standardized tests including Bayley, Binet, McCarthy and Vineland, and language tests such as the ACLC and IPTA. These are administered yearly on a pre/post basis. The project also uses narratives from head teachers, therapists, social workers and outreach staff.

Program for Parents

Parents meet four hours weekly at the center and participate in classroom training, individual or group meetings and training on educational and psychotherapeutic techniques. The project offers sign language classes to parents.

The project will refine the model and existing curriculum for incorporation with public goals and specialized treatment centers. The major outcome of the project will be the development of an observer-based, developmentally organized behavior profile for disordered children.

COGNITIVE DEVELOPMENTAL INTERVENTION PROJECT (CONT'T):

PROJECT MATERIALS DEVELOPED FOR PARENT USE : Pre-reading series: Sign and Spoken Language
Reading Program : Symbol Accentuation

A reading program, developed by the directors prior to HCEEP project status. A unique system of wooden board structures provides an opportunity for sensorimotor development and sets the stage for gestural and spoken word opportunities.

Notes and/or newsletters are indicated but not specifically named.
(1980-82 PDAS)

PROJECT TITLE : A GENERALIZATION MODEL FOR DEVELOPING FUNCTIONAL AND SOCIAL SKILLS

CONTACT PERSON : Ms. Kathleen Gradel, 716/833-5353

PROJECT ADDRESS : Center for Learning, Autistic Program
3233 Main Street
Buffalo, NY 14214

PROGRAM TYPE : Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Autistic children and youth, ages 6-16 years, with severe handicapping conditions, and their parents.

PROJECT ABSTRACT : This program provides educational and ancillary services for autistic students. It is located in an integrated, age-appropriate parochial school attended by 200 students, grades K-8, drawn from 9 school districts. The emphasis of the model is on building generalized language and social skills in autistic children and youth, which are projected to impact on students' current and future environments. Instruction in specified social-language objectives is integrated across four primary areas: domestic living, community management, leisure-recreation, and vocation. The program for each student includes instruction in one-to-one and small group arrangements in: 1). self-contained classrooms with autistic students, 2). classrooms with nonhandicapped peers, 3). various integrated locations in the school (cafeteria, gym, etc.), and 4). community-based settings (buses, restaurants, stores, etc.). Strong parent involvement component includes: 1). large and small group parent meetings, 2). parent participation in instruction with students during the school day, 3). home liaison with an emphasis on solving specific behavior problems, 4). more intensive home liaison, with an emphasis on generalizing multiple IEP objectives, and 5). parents as data collectors.

PROJECT MATERIALS DEVELOPED FOR PARENT USE : Brochure: Overview of Model Components

Parent Guides

(1980-82 PDAS)

PROJECT TITLE : LEARNING EXPERIENCES - AN ALTERNATIVE PROGRAM FOR PARENTS AND PRESCHOOLERS

CONTACT PERSON : Philip Strain, Director 412/624-1703

PROJECT ADDRESS : 3811 O'Hara Street
Pittsburgh, PA 15261

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Twelve preschoolers aged 3 to 5 years. Six children are developing normally, and six are autistic. The autistic children are integrated gradually into the program.

PROJECT ABSTRACT : Program for Children

The project serves children in a year-round, center-based program of half-day classes with home-based follow-up. In addition to teachers and parents, the normal children are trained as intervention agents for the autistic-like children. Specific target behaviors, settings for instruction and method of instruction are based on the characteristics of successfully adjusted older autistic children. The medical school provides supplemental pediatric, neurological and psychological assessment and, if appropriate, treatment.

Measures of Child Progress

The program administers the Alpern-Bell, McCarthy Scales, LAP and Cars. Other instruments are being selected.

This program has a strong research orientation and hopes to establish a treatment contrast group. It also is collaborating closely with the Pittsburgh public schools. The project is located in a public school building. The project also plans to train the teachers who will receive the children when they leave the center program.

Program for Parents

An intensive parent involvement program requires parents to attend the center 4 out of 5 mornings each week to receive instruction on handling problem behaviors at home. They also receive in-home training via the parent trainer. The project uses multiple baseline designs to assess the status of family cohesiveness and strength of social networks.

PROJECT MATERIALS DEVELOPED FOR PARENT USE : Instructional materials indicated by not specifically named.
(1980-82 TADS/WESTAR)

PROJECT TITLE : INNOVATIVE MODEL PROGRAM FOR AUTISTIC CHILDREN AND THEIR TEACHERS

CONTACT PERSON : Cathleen Thompson-Moon 206/543-4011

PROJECT ADDRESS : Experimental Education Unit, WJ-10
University of Washington
Seattle, WA 98195

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Children and youth aged 5 to 14 years, who are autistic and whose handicapping conditions are moderate to severe. Their parents are also served.

PROJECT ABSTRACT : The Innovative Model Program for Autistic Children and their Teachers (IMPACT) is a curriculum development project addressing the social and communication skill deficits of autistic children. The curriculum provides teachers with a process for creating teaching routines that train functional skills in natural context. Concurrently, these routines provide context for embedding social and communication skills. Current and future environmental needs and present levels of performance are identified through home and school inventories. Educational goals are targeted based on the child's current level of independent functioning in community, school, and home settings. Training is provided by IMPACT project staff to LEA's and parents in curriculum implementation, parent participation, and selection of age-appropriate functional goals.

Services are provided in 3 regular elementary and secondary schools and a special elementary school are involved. Twelve school districts in major city and city settings are involved also.

PROJECT MATERIALS DEVELOPED FOR PARENT USE : Assessment Sheet: Home and School Environmental Inventory

No others indicated.

(1980-82 PDAS)

PROJECT TITLE : THE NATIONAL SOCIETY FOR CHILDREN AND ADULTS WITH AUTISM

CONTACT PERSON : Not indicated 202/783-0125

PROJECT ADDRESS : Suite 1017
1234 Massachusetts Avenue, N.W.
Washington, D.C. 20000 S-4599

PROGRAM TYPE : National Parent/Professional Organization with chapters across the United States

POPULATION SERVED : Children and Adults with severe disorders of communication and behavior, and their parents.

PROJECT ABSTRACT : The organization operates an information and referral service which gives information on such matters as the IEP procedure, evaluation and diagnosis, better community services, specialized facilities such as camps, group homes, guardianship, estate planning, etc. Secondly, the organization's bookstore provides an updated selection of books and films on autism, teaching techniques, model and federal programs, parent training and involvement, for example. Thirdly, the organization offers a Job Exchange, and annual meetings and conferences.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:
The Advocate - Bi-monthly publication
Reprints
Booklist

PROJECT TITLE : BEHAVIORAL DISORDERS TRAINING PROJECT, COHASSET PUBLIC SCHOOLS

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617/547-7472

PROJECT ADDRESS : Greater Boston Regional Education Center
54 Rindge Avenue Extension
Cambridge, Mass. 02140

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents and teachers of children with behavioral disorders, i.e. autism

PROJECT ABSTRACT : This project was to provide 42 hours of training to staff and parents in the area of behavioral disorders. The program focuses particularly on the development of a behavioral model for classroom instruction and home management for children with autistic behaviors. Staff members were to improve the program currently provided as well as diagnose specific needs of behaviorally disordered children. Children would be able to remain in the least restricted program environment in which they were currently placed with the anticipated development of a consistent home/school program.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

Kozloff, Martin A. (date not known). The Needs of Families of Children with Autism. Report. Boston, Mass.: Dept. of Sociology, Boston University.

The author describes his work with families of children with autism as having these goals:

1. To help family members to understand what has happened to them, i.e., the changes which have taken place as a result of interacting with their autistic children.

2. To help family members to use methods for remedying problems and generating beneficial change.

The training program has three stages: pre, program, and maintenance/ follow-up with anywhere from 12 to 20 weekly meetings weekly and biweekly. Initial interviewing is followed by a signed contract, assessment with direct observation, logs, videotape behavior checklists, and task analysis forms used in the home to analyze the child's performance and determine how to begin the child's education. Other aspects of family life are also assessed and all is summarized on "Assessment and Programming Guide" (Kozloff, 1979).

Family and consultant draw up plan using strengths of the child, family members, and family system, and instruction begins with ongoing written materials, regular assignments, home visits, and audiotaped group meetings with both parents present. A child's curriculum is guided by the "Skill Sequence Table" (Kozloff, 1974). Parents conduct home teaching programs to teach their child to learn and perform new behaviors. Difficulties along the way are described, as well as the effectiveness of the program. Needs of these families not met by the program are also described.

EARLY CHILDHOOD

Books, Articles & Printed Materials

A MEDIATED TRAINING PROGRAM FOR PARENTS OF PRESCHOOL MENTALLY RETARDED CHILDREN. Utah: Instructional Technology Project, Utah State University-Special Education, 1971.

A mediated training package designed to equip parents of preschool mentally retarded children with the techniques necessary to train their children in self-help skills. The package contains 4 units; each unit has a participant's workbook and a slide program. The units are: behavior (analysis of complex behaviors and the synthesis of simple behaviors into an instructional sequence), cues reinforcement, programming, and record keeping. A monitor's manual and script book are also included. (TPTT)

Alonso, Lou; and Others. MAINSTREAMING PRESCHOOLERS: CHILDREN WITH VISUAL HANDICAPS. A GUIDE FOR TEACHERS, PARENTS, AND OTHERS WHO WORK WITH VISUALLY HANDICAPPED PRESCHOOLERS. Washington, D.C.: Administration for Children, Youth, and Families (DHEW), 1978.

This guide to mainstreaming visually handicapped preschoolers is one of a series of 8 manuals on mainstreaming preschoolers developed by Head Start. Chapters include information on the meaning, benefits and implementation of mainstreaming, discusses problems in diagnosis and referral, how visually handicapped children function in various areas of development, and specific aspects of mainstreaming. Also included is information on how parents and teachers can work together as partners, and information on possible resources for help. (ERIC)

Bauch J.; Vietze, P.; and Morris, V. "What Makes the Difference in Parental Participation?" CHILDHOOD EDUCATION, Vol. 50, October 1973, pp. 47-53.

A study of data from an Alabama Head Start Program to see which factors most influence the degree of parent participation. According to study, the influence was the efforts expended by the projects to facilitate participation and the size of the center.

Benning, Paulette M. MATCHING CHILDREN AND PARENTS TO THE APPROPRIATE PRESCHOOL SETTING. Illinois: Council for Exception Children, 1976.

Intended for parents, this manual provides information helpful in choosing a preschool program appropriate for the handicapped or normal child. The bulk of the paper consists of guidelines for asking two types of questions: those to be answered by the teacher and those to be

Benning, (Continued)

answered by observing the classroom. Discussions after each of the 20 questions deal with specifics to look for in choosing a program. (TPTT)

Berger, Michael; and Fowlkes, Mary Ann. "FAMILY INTERVENTION PROJECT". YOUNG CHILDREN, September, 1981.

This article analyzes a family intervention project which provides home-based services designed for handicapped children from birth to age four and their families. Staffing conferences provide families the opportunity to express their concerns and make their wishes to professionals. The authors conclude that early intervention models that work explicitly to increase the ability of family networks to further the educational development of their children are likely to be most successful.

Boyd, Richard, (Ed), and Herwig, Julia, (Ed). SERVING HANDICAPPED CHILDREN IN HOME BASED HEAD START: A GUIDE FOR HOME VISITORS AND OTHERS WORKING WITH HANDICAPPED CHILDREN AND THEIR FAMILIES IN THE HOME. Wisconsin: Cooperative Educational Service Agency, 1980.

This manual is intended to help home visitors and others and supplement training provided by the Head Start Training Centers. The manual contains 10 author contributed chapters. An introductory chapter briefly considers advantages of home based programs. Other sample chapters have the following titles: Head Start in the Community; Screening, Assessment and Diagnosis; The Home Visit; Helping to Enlarge the Child's World; and Helping the Child Make a Transition.

Bricker, Diane; and Casuso, Valerie. "FAMILY INVOLVEMENT: A CRITICAL COMPONENT OF EARLY INTERVENTION". JOURNAL OF EXCEPTIONAL CHILDREN, Vol. 46, October, 1979.

This article describes a parental involvement program the authors consider an integral part of early intervention. The program provides information and skills to parents of moderate and severe handicapped preschoolers. The goal is to assist them in becoming more effective in managing their child's behavior. The structure and procedures of the program are discussed, including evaluation techniques developed by the staff.

Bromwich, Rose, (Ed). WORKING WITH PARENTS AND INFANTS. Maryland: University Park Press, 1981.

This is the product of five years experience with the UCLA Infant Studies Project which provides an approach to infant intervention

Bromwich, Rose (Continued)

focused primarily on enhancing the quality of parent-infant interaction. It describes the program's philosophy, goals and guidelines, as well as the development of the interaction model organized around the problmes that were most commonly encountered.

Brown, D. DEVELOPMENTAL HANDICAPS IN BABIES AND YOUNG CHILDREN: A GUIDE FOR PARENTS. Springfield: Charles C. Thomas, 1972.

A guide for parents whose infants are exhibiting developmental delay. This book, which serves as a simplified overview of developmental problems and primary handicapping conditions, offers a very useful description of the benefits of complete diagnostic evaluation. A discussion of how to locate and utilize community resources and a dictionary of terms to help the layman understand the specialists' language is provided. (TPTT)

Cadman, Louis A.; and Others. PARENTS HANDBOOK: A HANDBOOK FOR PRESCHOOL HANDICAPPED CHILDREN. Texas Education Service Center Region 9, 1976.

Designed to help parents meet the needs of preschool handicapped children. The booklet provides information and practical suggestions for dealing with self image, creativity, and discipline. Described are activities to develop basic communication, self help, physical, social, and academic skills. An additional chapter briefly reviews considerations in working with the educable mentally retarded, visually and hearing impaired, and physically handicapped child. (ERIC)

Calvert, D. "Dimensions of Family Involvement in Early Childhood Education". EXCEPTIONAL CHILDREN, Vol. 37, May 1971, pp. 655-659.

A consideration of how to involve all family members in early intervention programs for handicapped children. In order to plan for maximum benefit, it is urged that the following dimensions be considered: which family members should participate, what should be the nature of their involvement, why should they participate, when should they become involved, and how can their best be secured?

Castle, Diane L.; Warchol, Barbera. "Rochesters Demonstration Home Program: A Comprehensive Parent-Infant Project. PEABODY JOURNAL OF EDUCATION, Vol. 51, No. 3, April 1974, pp. 186-191.

Clarke-Stewart, K.A. "Interactions Between Mothers and Their Young Children: Characteristics and Consequences". MONOGRAPHS OF THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT, Vol. 38, Univ. of Chicago Press, 1973.

An examination of the relations between the behaviors of mothers and children. The author reports that stimulating, responsive mothers influence the child's intellectual development, while in the area of social relations the child's behavior influences the mother's behavior. Implications for mother's training programs are suggested.

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: PARENT PARTICIPATION IN EARLY CHILDHOOD EDUCATION. Reston, Virginia: Council for Exceptional Children, 1969.

A discussion of the following areas are included: (1) dimensions of family involvement, (2) relationship of parent, child and professional, (3) parent reactions to identification of handicaps, (4) parent participation in behavior modification for physically handicapped children, (5) the use of parent meetings and parent educators, (6) programs for training mothers to instruct their infants at home, (7) sociological perspectives on parent counseling, and (8) early diagnosis of deafness and parent counseling.

Forrester, B.J. MATERIALS FOR INFANT DEVELOPMENT. Nashville, Tennessee: George Peabody College for Teachers, 1971.

A discussion of materials that promote growth and development. These materials are used in the DARCEE home visiting program.

Fraiberg, S. "Intervention in Infancy. A Program for Blind Infants". JOURNAL OF THE AMERICAN ACADEMY OF CHILD PSYCHIATRY, Vol. 10, July 1971.

SEE Visual Impaired.

Glasscote, R.; and Fishman, M. MENTAL HEALTH PROGRAMS FOR PRESCHOOL CHILDREN. Washington: Joint Information Service of the American Psychiatric Association and the National Association of Mental Health, 1974.

A collection of program descriptions of eight outstanding preschool programs around the country which emphasize the mental aspects of working with young children and their families. This book contains an excellent overview of the emotional needs of young children and their parents. It is an excellent resource of information when considering program alternatives. (TPTT)

Gorden, I.J.; and Lally, R. STIMULATION FOR INFANTS - BABY LEARNS THROUGH BABY PLAY. New York: St. Martin's Press, 1969.

A presentation for parents et al. in nontechnical language on the values of "learning games". The major part of the manual if "games", presented in eight series, according to development. Each game is illustrated and is explained in the following categories: position; action; and purpose. The appendix includes suggestions for making toys.

Groterg, E. DAY CARE: RESOURCES FOR DECISIONS. Washington: Day Care and Child Development Council of America, 1971.

An extensive volume of information related to aspects of day care and child development. Special attention should be given to three chapters on adult involvement: "Adult-Child Interaction and Personalized Day Care", "Parent Involvement in Early Education", and "Training Parents and Community Involvement in Day Care".

Hayden, Alice H.; and Others. MAINSTREAMING PRESCHOOLERS: CHILDREN WITH LEARNING DISABILITIES. A GUIDE FOR PARENTS, AND OTHERS WHO WORK WITH LEARNING DISABLED PRESCHOOLERS. Washington, D.C.: Administration for Children, Youth, and Families (DHEW), 1978.

This guide to mainstreaming preschoolers is one of a series of eight manuals on mainstreaming developed by Head Start. Chapter topics include: information on the meaning, benefits and implementation of mainstreaming, definitions of learning disabilities, development and learning disabled and non-handicapped children and methods for parents and teachers to work together. The last two chapters provide information on professional sources of help. (ERIC)

Healy, Alfred; and Others. MAINSTREAMING PRESCHOOLERS: CHILDREN WITH HEALTH IMPAIRMENTS. A GUIDE FOR TEACHERS, PARENTS AND OTHERS WHO WORK WITH HEALTH IMPAIRED PRESCHOOLERS. Washington, D.C.: Administration for Children, Youth, and Families (DHEW), 1978.

This guide is one of a series of eight developed by Head Start. It distinguishes between handicapping conditions and non-handicapping health impairments, and defines health impairments as illnesses of a chronic nature or with prolonged convalescence. Covered are: epilepsy, inborn errors of metabolism, asthma, congenital heart defects, hemophilia and other syndromes.

Holland, Esther. LET'S TRY TO HELP: A GUIDE FOR PARENTS OF YOUNG MULTI-HANDICAPPED CHILDREN. Harford: Connecticut Institute for Blind, 1976.

This Booklet is intended for parents of blind children with one or more additional handicaps. It suggests practical teaching methods and activities for aiding child development. Described are techniques for the following areas: self-help skills, discipline, motor skills and social skills. An index breaks down suggestions according to age level and accompanying disabilities. Also included are suggestions on aids, busy-work, games, books and trips in the New England area. (ERIC)

Honig, A. PARENT INVOLVEMENT IN EARLY CHILDHOOD EDUCATION. Washington: National Association for the Education of Young Children, 1974.

An up-to-date account of the varieties of programs which are oriented toward family involvement. Contents include: research, rights of parents, ways to increase sensitivity and skills, and an extensive list of current resources and materials. (TPTT)

Howells, J. THEORY AND PRACTICE OF FAMILY PSYCHIATRY. New York: Brunner/Mazel, 1971.

An extensive volume dealing with all aspects of therapy and services to the family as an ecological system. Of special interest are three major articles: "Considerations Regarding the Parent-Infant Relationship", "The Communication of Distress Between Parent and Child Relations in Urban Cultures", and "The Psychometric Assessment of the Family". (TPTT)

Huntinger, Patricia L.;and Others. TOY WORKSHOPS FOR PARENTS: BRIDGING A GAP. Baby Buggy Paper, No. 201, 1978.

The three papers describe parent and staff resources from the Macomb 0-3 Regional Project, a home-based program for rural handicapped and high risk infants. The development of the parent toy workshop is described. Provided for parents are approximately 70 citations on activities, general infant care, development, techniques, and specific handicapping conditons. (ERIC)

Jew, W. "Helping Handicapped Infants and Their Families: The Delayed Development Project". CHILDREN TODAY, Vol. 3, May-June, 1974, pp. 7-13.

A description of the Delayed Development Project, a program which serves children from birth through age three in San Joaquin County, California. Contains information on parent involvement, community involvement, and project evaluation.

Kamara, B. DEVELOPING PARENT POWER IN THE HEAD START PROGRAM. North Carolina: LINC Child Development Training Center, 1971.

This is a speech which gives insight into the difficulties that poor people have in coping with a life of poverty. It presents parent involvement from a parent's point of view.

Karnes, Merle B.; Franke, Barbara. FAMILY INVOLVEMENT. Illinois: Inst. for Child Behavior and Development, 1978.

SEE Mainstreaming.

Kieran, Shari. MAINSTREAMING PRESCHOOLERS. CHILDREN WITH ORTHOPEDIC HANDICAPS. A GUIDE FOR TEACHERS, PARENTS, AND OTHERS WHO WORK WITH ORTHOPEDICALLY HANDICAPPED PRESCHOOLERS. Washington, D.C.: Administration for Children, Youth, and Families (DHEW), 1978.

SEE Physical Impairments.

Lambie, Dolores Z.; and Others. HOME TEACHING WITH MOTHERS AND INFANTS. Chicago: Spencer Foundation, 1974.

This booklet describes and evaluates an experimental home teaching program based on Piagetian development theory. The project was designed to stimulate infants' cognitive development and help mothers become more effective teachers of their children. It showed that after sessions of mother-infant activities, the children tested at higher levels of intelligence and showed greater linguistic skills than children without this planned activity session.

Lane, M.B. "An Infant Center". CHILDREN TODAY, Vol. 2, May 1973, pp. 22-24.

An interview with a teacher at the Oakland, California, Parent Child Center, this article describes the Center's facility, programmatic operations, and type of parent participation.

Laporta, Rita; and Others. MAINSTREAMING PRESCHOOLERS. CHILDREN WITH HEARING IMPAIRMENTS: A GUIDE FOR TEACHERS, PARENTS, AND OTHERS WHO WORK WITH HEARING IMPAIRED PRESCHOOLERS. Washington, D.C.: Administration for Children, Youth, and Families (DHEW), 1978.

SEE Hearing Impaired.

LEARNING TO TALK, SPEECH, HEARING, AND LANGUAGE PROBLEMS IN THE PRESCHOOL CHILD. Maryland: National Institute of Neurological and Communicative Disorders,Stroke, 1977.

SEE Hearing Impaired.

Liebergott, Jacqueline; and Others. MAINSTREAMING PRESCHOOLERS: CHILDREN WITH SPEECH AND LANGUAGE IMPAIREMENTS. A GUIDE FOR TEACHERS, PARENTS, AND OTHERS WHO WORK WITH SPEECH AND LANGUAGE IMPAIRED PRESCHOOLERS. Washington, D.C.: Administration for Children, Youth, and Families (DHEW), 1978.

This guide to mainstreaming is part of a series developed by Head Start. It describes speech and language impairments and ways to identify them in young children. Information on distinguishing between true speech and language impairments and simple differences in children's speech for referal purposes is included. Also given is detailed information on normal development of communication skills and explains how various communication disorders can affect cognitive, social, motor, and communicative functioning.

Lynch, Eleanor Whiteside; and Others. MAINSTREAMING PRESCHOOLERS: CHILDREN WITH MENTAL RETARDATION. A GUIDE FOR TEACHERS, PARENTS, AND OTHER WHO WORK WITH MENTALLY RETARDED PRESCHOOLERS. Washington, D.C.: Administration for Children, Youth, and Families (DHEW), 1978.

SEE Mentally Retarded.

McFadden, D. (Ed). EARLY CHILDHOOD DEVELOPMENT PROGRAMS AND SERVICES: PLANNING FOR ACTION. Washington: National Association for the Education of Young Children, 1972.

This is the result of a planning conference for the delivery of service to very young children. The book contains two articles on parental involvement: "Parent Involvement/Control in Child Development Programs", and "Parent Involvement: The Elixir of Change". Both state that parents should have greater control and decision-making power. (TPTT)

Northcott, Winifred H. CURRICULUM GUIDE. HEARING-IMPAIRED CHILDREN. BIRTH TO THREE YEARS AND THEIR PARENTS. Washington, D.C.: Alexander Graham Bell Association for the Deaf, Inc., 1977.

SEE Hearing Impaired.

Peterson, B.; and Webber, A. MOUNTAIN PLAINS LEARNING EXPERIENCE GUIDE: PARENT INVOLVEMENT COURSE: THE PRESCHOOL CHILD. Washington, D.C.: Office of Vocational and Adult Education, 1975.

One of five courses included in a parent involvement curriculum, this course includes the following areas: developmental characteristics of the preschool child and influences on this development, techniques for teaching and guiding the child to full potential, and ways of identifying and controlling behavior problems in the preschool child. The course is comprised of three units: Child Growth and Development, The Child's Potential, and Self-Control. (ERIC)

Pollack, Doreen. "Denver's Acoupedic Program". PEABODY JOURNAL OF EDUCATION; Vol. 51, No. 3, April 1974, pp. 180-185.

Summarized are eight principles of the auditory approach used by the Denver Program to utilize residual hearing of the young deaf child. The following are eight implementation modes based on the principles: early detection, the unsensory approach, auditory feedback, development of language following normal patterns, provision by parents of a normal hearing environment, individualized teaching, and early integration into schools for the normal hearing. It is maintained that the majority of children in the Denver Program have been successfully integrated into the public school.

Rynders, John. TWO BASIC CONSIDERATIONS IN UTILIZING MOTHERS AS TUTORS OF THEIR VERY YOUNG RETARDED OR POTENTIALLY RETARDED CHILDREN. Washington D.C.: Department of Health, Education and Welfare, 1973.

This paper discusses positive and negative aspects of mother's role in relation to the learning of severely handicapped children, noting differing results of varied kinds of tutoring.

Shearer, M.; and Shearer, D. "The Portage Project: A Model for Early Childhood Education". EXCEPTIONAL CHILDREN; Vol. 39, November, 1972, pp. 210-217.

A report of a rural delivery system of home based intervention for multiply handicapped preschool children. A home teacher visited each parent and child once a week for 1½ hours demonstrating an individualized curriculum. The parents then used the curriculum and recorded resultant behavior. Results indicated that the children progressed, and that parents can initiate, observe, and accurately record behavioral changes. (TPTT)

Smith, L. BEHAVIORAL PRESCRIPTION GUIDE. MANUAL II C: SOCIAL. Iowa: The Marshalltown Project, 1973.

Included are incremental behavioral objectives and strategies to aid parents in teaching handicapped infants and preschool children. The guide is intended for use in conjunction with group meeting and home visits. This particular guide deals with the development of social skills. (TPTT)

Sykes, K.C. "Camp Challenge: Program for Parents and Their Preschool Children With Visual Handicaps. NEW OUTLOOK FOR THE BLIND; Vol. 68, No. 8, October 1974, pp. 344-347.

SEE Visual Impaired.

Taylor, Billie. "Blind Preschool". COLORADO SCHOOL FOR THE DEAF AND BLIND, 1972.

This document is an assimilation of articles dealing with the preschool blind and their needs. The article explains that parents should make themselves available to many forms of professional help and consultation. The parents should also be honest with the child as far as his capabilities will allow. The article discusses many techniques that the parent should practice with their child such as promoting independence and exploration and expressing positive attitudes. Also discussed are parent attitudes and the normal reaction to blindness in their children.

Van Oteghan, Sharon; and Jacobson, Phyllis A. "Preschool Individualized Movement Experiences". JOURNAL OF PHYSICAL EDUCATION AND RECREATION; Vol. 52, No. 5, May 1981, pp. 24-26.

Parents must play an integral role in the acquisition of movement skills. Learning depends mainly on the nature and quality of movement experiences. Since 50 percent of a child's potential for learning is developed by age 5, it is essential that movement programs be devised for children of preschool age. Movement programs must be geared to the individual child's development level.

Van Tassel, Jean. POTS AND PANS ACTIVITIES FOR PARENT AND CHILD: ACTIVITIES FOR PRESCHOOL MULTIPLE HANDICAPPED CHILDREN. Illinois: Instructional Materials Center, 1973.

Intended for parents and teachers of multihandicapped preschool children, the booklet provides lesson plans in three major areas - basic concepts, motor activities, and language activities. Each lesson is broken down into four parts: purpose, materials, procedure and comments.

Webber, A. MOUNTAIN PLAINS LEARNING EXPERIENCE GUIDE: PARENT INVOLVEMENT COURSE: INFANT. Washington D.C.: Office of Vocational and Adult Education, 1975.

One of five individualized courses included in a parent involvement curriculum, this course focuses on infant developmental characteristics, techniques of good physical care of the infant, and techniques for teaching the infant. The course is comprised of three units: Growth and Development, Infant Care, and Development of the Child's Full Potential.

Weiss, Curtis E. and Lillywhite, Harold S. COMMUNICATION DISORDERS: A HANDBOOK FOR PREVENTION AND EARLY INTERVENTION. St. Louis, C.V. Mosby Co., 1976.

The book provides information on development and disorders of communication, methods of intervention, and means of obtaining assistance from speech pathologists or audiologists. (ERIC)

Media

Ora, J.P. "Parents and Citizen Workers". EARLY CHILDHOOD EDUCATION AND THE EXCEPTIONAL CHILD CASSETTE ALBUM. Virginia: Council for Exceptional Children, 1972.

A twenty minute audio-tape which discusses citizen workers as early educators of the handicapped. Ora discusses citizen involvement in terms of examples of programs utilizing parents, why parent implemented systems are important, citizen workers as a solution to the manpower crisis, and the role of the professional as a developer of automated instructional systems. (TPTT)

Programs, Organizations, Products and Additional Resources

PROJECT TITLE : SAMOA'S COOPERATIVE EARLY EDUCATION MODEL

CONTACT PERSON : Iakappo Taula'i 684/633-1323

PROJECT ADDRESS : Pago Pago
American Samoa 96799

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Children aged birth to 8 years with any handicapping conditions, and their parents.

PROJECT ABSTRACT : The project serves children aged birth to 3 years and those older children in remote areas in a home-based program. The project serves children aged 3 to 8 years in a center-based program and provides those children presently served by Village Early Education Centers with consultation services.

Parents are actively involved in the IEP process. They receive training in intervention techniques with their children both in the home and at the center. The project offers monthly parent meetings and encourages classroom observation.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Instructional materials indicated, but not specifically named. (1980-82 TADS/WESTAR)

PROJECT TITLE : FOCUS CLASSROOM

CONTACT PERSON : Barbara Semrau, Director 501/935-2750

PROJECT ADDRESS : Focus on Children, Inc.
Jonesboro Division
2905 King Street
Jonesboro, AR 72401

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Twelve children, aged 3 to 5 years, with handicaps including moderate and severe/profound mental retardation, visual and hearing impairments, and multi-handicapping conditions; five non-handicapped children, and their parents.

PROJECT ABSTRACT : The project used an individualized developmental approach to students' curriculum which emphasizes language development and individual learning style. One purpose of the program is to study the social acceptance of handicapped childrenby their non-handicapped peers. The reactions of non-handicapped children in the Focus Classroom will be compared with those of Head Start children in the same building and with the kindergarten children across the street. Another purpose is to enlist the support of local community groups including United Cerebral Palsy and local service organizations.

The project coordinates with the Step Ahead Project (an existing home visitors program based at the MRDDS Center in Jonesboro) for its parent component. Parents participate in preparing the classroom and in selecting materials. Individualized parent involvement is encouraged by project staff through home visits and parent help in the classroom.

PROJECT MATERIALS: Training Manual - For aides and paraprofessionals. This
DEVELOPED FOR appears to be appropriate for parents. (1980-83 TADS/WESTAR)
PARENT USE

PROJECT TITLE : PROJECT DEEP - DEVELOPMENTAL EARLY EDUCATION PROJECT

CONTACT PERSON : Judith French and Betty Daldwell, Co-Directors 501/663-9496
501/569-3169

PROJECT ADDRESS : Department of Rehabilation and Special Education
University of Arkansas at Little Rock
33rd and University
Little Rock, AR 72204

PROGRAM TYPE : Handicapped Children's Early Education Program
Demonstration Project

POPULATION SERVED: Twenty-eight children aged birth to 6 years with a variety of disabilities, with preference to young children and those for whom diagnostic and management questions remain after initial evaluation elsewhere. Parents are served as well.

PROJECT ABSTRACT : The main feature of this project is an intensive, time-extended, assessment-oriented educational experience for young handicapped children. IEPs and comprehensive developmental management plans are developed for each child. Eight children can be served at a time for periods ranging from 2 to 12 weeks.

Parents are observed interacting with their children in the home environment according to the HOME (Home Observation for Measurement of the Environment) Inventory. In addition, the needs of parents for support services are assessed, and from these assessments, two sources of data are developed for the family. Particular use is made of programs and materials available in a local parent center.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE The major products during the first year, 1981-82, will be developmental management plans, a reporting system for describing learning activities, a refined system for individual child assessment and a systematic procedure for designing environmental intervention programs.
(1980-82 TADS/WESTAR)

PROJECT TITLE : ME TOO PROGRAM

CONTACT PERSON : Bonnie A. Plummer, Director 707/429-5075

PROJECT ADDRESS : 655 Washington Street
Fairfield, CA. 94533

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Twenty children aged birth to 3 years, who are at risk, developmentally delayed, orthopedically or multi-handicapped, or visually or hearing impaired, and their parents.

PROJECT ABSTRACT : The project offers home-based infant intervention and parent training for infants under 18 months and a center-based class three mornings per week for toddlers aged 18 to 36 months. The project staff provides screening, diagnostic assessment, individual language therapy and referral for all children. The diagnostic-prescriptive intervention deals in the areas of communication, sensorimotor, cognitive social and self-help. A parent association conducts fundraising activities and monthly potlucks. Parent education activities include classroom observation and teaching, keeping child progress data, child development workshops, parent-teacher conferences, a parent support group and advocacy. These activities enhance parent confidence, participation and competence as primary educators.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE
Growing Step by Step - a child developmental pamphlet for parents, 3 volumes.
A manual for developing and managing special education programs for children aged birth to 5 years.
Parent Behavior Profile - a guide observing parent behavior in 5 areas and documenting change. (1980-82TADS/WESTAR)

PROJECT TYTLE : PASADENA AREA SPECIAL INFANT TODDLER PROJECT

CONTACT PERSON : Bea Gold, Director 213/664-2937

PROJECT ADDRESS : 1741 Silverlake Boulevard
Los Angeles, CA 90026

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Twenty children aged birth to 3 years with a variety of handicapping conditions in the Pasadena, Altadena, and Sierra Madre communities and their families, if they are eligible for Head Start.

PROJECT ABSTRACT: The project uses a developmental approach which focuses on individual strengths, needs and learning styles. The project uses a child-centered experiential model in the home and in the mainstream center. Children aged birth to 18 months receive home services, and children over 18 months participate in center-based mainstream groups.

The project considers the family the most important influence in the growth, and development of the handicapped child. Basing services on this premise, the project provides families with opportunities to realize their own strengths, abilities and needs as well as those of their child. In an effort for the staff to recognize the uniqueness of each family, families participate in one-to-one staff contacts and in educational and support groups. The project staff assists and supports families in acquiring knowledge and specific skills.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE Products being developed include a revised SEED Developmental Profile, a correlated early childhood education and therapeutic curriculum; a family education notebook and a record-keeping system compatible with Head Start and other early childhood special education programs. (1980-82 TADS/WESTAR)

PROJECT TITLE : UCLA INTERVENTION PROGRAM

CONTACT PERSON : Judy Howard, Director 213/825-4821

PROJECT ADDRESS : Rehabilitation Center, Room 23-23
1000 Veteran Avenue
Los Angeles, CA 90024

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Thirty developmentally handicapped infants and young children, aged birth to 36 months, in an integrated program with nonhandicapped children. Handicapping conditions include cerebral palsy, Down's syndrome, spina bifida, seizure disorders, emotional disturbances, chromosonal abnormalities and mental retardation.

PROJECT ABSTRACT: The project offers three subprograms. In the first, infants under 9 months and parents meet with an educator and/or therapist once weekly. In the second, older infants aged 9-18 months meet one to three afternoons weekly with an occupational therapist, physical therapist and educator (one handicapped infant participates in the small group). In the third subprogram, toddlers aged 18-36 months meet two to five mornings weekly with an occupational therapist, physical therapist, educator and language specialist (one nonhandicapped is included with the handicapped).

Parents participate directly in the program with the children, as well as through guided observation from an observation room. A social worker is available for weekly group meetings and individual consultation. Parents also participate in a pool play program, newsletter, fund-raising, evening meetings, fathers' group, Advisory Council and IEP development.

The program focuses on optimizing parent'child interaction. Parents have organized play groups during summer break, met alternately at different homes, and planned and carried out activities for children.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE Parent education materials and general awareness materials indicated but not specifically named. (1980-82 TADS/WESTAR)

PROJECT TITLE : PARENT INFANT OUTREACH PROJECT

CONTACT PERSON : Nancy Sweet, Director 445/655-9521

PROJECT ADDRESS : 3200 Telegraph Avenue
Oakland, CA 94609

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Project

POPULATION SERVED: Handicapping conditions of children not specifically indicated but rather emphasis placed on training agency personnel and parent. Thirty-six medically high-risk infants aged birth to one year.

PROJECT ABSTRACT : This project offers an infant program with a strong emphasis on education and support for parents and involvement of the whole family. It takes a developmental approach for the parent (based on the Parent Behavior Progression Scale) and for the child (Bayley). A multidisciplinary professional staff serve both in the home and at the center. Efforts are made to stimulate effective early intervention through improved family involvemnt.

The project has documented parent progress on four scales, as well as the interrelationship of the infant/parent performance and the medical/educational/support collaboration.

PROJECT MATERIALS: Family Adaptiation Profile
DEVELOPED FOR Infant Behavior Profile (1980-82 TADS/WESTAR)
PARENT USE

PROJECT TITLE : SAN FRANCISCO INFANT PROGRAM

CONTACT PERSON : Marci J. Hansen, Director 415/469-1161
415/285-2191

PROJECT ADDRESS : Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Fifteen to twenty children aged birth to 3 years whose handicapping conditions range from severely/multiply handicapped to mildly developmentally delayed. Normal toddlers are integrated with handicapped toddler group (18-36 months). Parents are also served.

PROJECT ABSTRACT : Infants aged birth to 18 months, accompanied by their parents or caregivers, attend a half-day school session weekly. Parents or caregivers, in conjunction with program staff, plan training program staff, plan training programs for infants, and receive instruction on teaching techniques. Parents or caregivers carry out daily infant educational programs in the home. Toddlers (18-36 months) attend school 3 mornings per week where they receive instruction in small groups and when needed individually. Parent involvement is the same as for the infant group. The project provides monthly home visits for all families. Training is provided to children across all behavioral areas of development; gross motor, fine motor, cognitive, communication, self-help and social. Program is located in a public school.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE Insturctional materials are indicated but not specifically named. (1980-82 TADS/WESTAR)

PROJECT TITLE : SHINE PROJECT

CONTACT PERSON : Judith Lewis, Director 415/661-7274

PROJECT ADDRESS : 3045 Santiago Street
San Francisco, CA 94116

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Ten children aged birth to 3 years who are at risk, and who have developmental delays or a specific diagnosis. Handicapping conditions at present include hearing impairment, vision impairment and Down's syndrome. The project has served those with cerebral palsy, genetic problems, and mental retardation.

PROJECT ABSTRACT: The program provides families with the option of family day care in homes scattered throughout the city. Day care providers go through a 13 unit training program to develop skills enabling them to understand and program for disabled infants.

The project encourages parent involvement through parent groups, through parent participation in their child's IEP development and biweekly program planning and through direct interaction with the providers and staff. Through interviews, Parent Progression Inventories and Parent Needs Assessments and reassessments, the staff assesses the initial and ongoing level of parenting skills and parental needs. This ongoing assessment provides the basis for individualizing parent program services.

PROJECT MATERIALS: DEVLEOPED FOR PARENT USE Training program units.
Other products not indicated. (1980-82 TADS/WESTAR)

PROJECT TITLE : PRIDE PROGRAM (PARENT RESOURCES FOR INFANT DEVELOPMENT AND ENRICHMENT)

CONTACT PERSON : Sharon Spritzer Griffith, Director 303/441-3990

PROJECT ADDRESS : 1343 Iris Avenue
Boulder, CO 80302

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Children aged birth to 3 years who exhibit developmental delay in the major developmental areas. Children among this group are either "high risk", with problems resulting from significant deprivation or physical illness,

PROJECT ABSTRACT : Services for children include center and home visits, assessment, occupational therapy, speech and language therapy, liason with other agencies, case reviews, reassessment and outside referrals. The approach involves a combination of education and family interaction.

The project assesses family needs through a variety of observational tests including the Family Needs Assessment (WESTAR), Attachment-Separation-Individuation Scales (Foley), the Family Environment Scale (Moos), the Tennessee Self-Concept Scale and videotaping. The project offers family interaction services, as well as educational-informational meetings, social groups, parent-to-parent support meetings and agency liaison. Parents learn developmental sequences and develop skills to enhance bonding and attachment between their handicapped child and themselves. Parents are included on the Advisory Council.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated. (1980-82 TADS/WESTAR)

PROJECT TITLE: Music Oriented Intervention Program

CONTACT PERSON: Tom Maes, Director (303) 289-2208

PROJECT ADDRESS: 602 East 64th Avenue
Denver, CO 80229

PROGRAM TYPE: Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Thirty children aged 3 to 5 years who are mildly to moderately handicapped in the following areas: speech, language, learning disabilities, emotional/behavioral, visual impairment and hearing impairment.

PROJECT ABSTRACT: The project provides daily center-based intervention using *A Music Curriculum*. The unique feature of the program is the use of music to meet individual objectives developed after screening and assessment. Its effectiveness is being evaluated by randomly assigning children to either the experimental group (music) or the control group (no music). Auxiliary services include parent training and counseling, i.e., monthly meetings to provide general education concerning child development and individualized services for families whose needs go beyond the scope of group meetings.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: *A Music Curriculum*
Communication through notes and/or newsletters--Indicated but not specifically named.

PROJECT TITLE : JUNCTION EARLY EDUCATION PROGRAMS (JEEPS)

CONTACT PERSON : Erle H. Reid, Director 303/242-8980

PROJECT ADDRESS : 1100 Patterson Road
Grand Junction, CO 81501

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Eighty-nine preschool children aged 3 to 5 years with a variety of handicapping conditions, including those who are learning disabled, seriously emotionally disturbed, speech impaired and orthopedically handicapped, and their parents.

PROJECT ABSTRACT : Services include the E.B.D.preschool operating four afternoons a week, a 5-year-old classroom operating two sessions four days a week, and support services to Head Start and day care centers during afternoons.

The program offers a unique total communication approach to early childhood education using manual sign language. The JEEPS parent education program provides effective tools for establishing optimum conditions for child development. The project allots one day per week to parent activities which include discussion groups, conferences and classroom participation. In addition, the project staff makes home visits and schedules father-child and mother-child activities and regular parent interaction groups.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE Not indicated. (1980-82 TADS/WESTAR)

PROJECT TITLE : FAMILY INTERVENTION PROJECT-OUTREACH (FIP)

CONTACT PERSON : Michael Berger, Director 404/658-3270

PROJECT ADDRESS : Box 664, Georgia State University
University Plaza
Atlanta, GA 30303

PROGRAM TYPE : Handicapped Children's Early Education Program
Outreach Project

POPULATION SERVED: Handicapped children aged birth to 5 years, and their families, residing in Atlanta.

PROJECT ABSTRACT : FIP provides home- and clinic-based educational/therapeutic services by training family members to deliver direct service for the child. It creates a supportive environment within the extended family and the source network of the family. These individuals are all involved with programming.

Major outreach goals -
To disseminate information to the community about the handicapped preschooler.
To train professionals and paraprofessionals serving families with handicapped members.
To educate existing agencies in the importance of family involvement.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE Parent education materials indicated but not specifically named. (1980-82 TADS/WESTAR)

PROJECT TITLE : CHILD-FAMILY-Y-COMMUNITY (C F C) PROJECT

CONTACT PERSON : Jerri Patterson, Director 912/266-9452

PROJECT ADDRESS : P.O. Box 1999
Thomasville, GA 31792

PROGRAM TYPE : Handicapped Children's Early Education Program
Demonstration Project

POPULATION SERVED: From fifty to 100 children aged birth to 5 years who are high risk, abused, at-risk or developmentally delayed, and their families who are known to handicapped and community service agencies. This project maintains a zero reject policy.

PROJECT ABSTRACT: From a five-step family assessment procedure, the project develops an Individual Family Plan (IFP) which reflects the level of project involvement with the family. The methods used to meet these needs may range from group work to individual work with families.

The C-F-C Project provides training in stimulation and parenting skills to increase the families' knowledge and use of community resources. The ultimate goal of C-F-C is to help families develop into independent, successful, and knowledgeable caregivers for their preschoolers with special needs.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE Instructional materials indicated but not specifically named. (1980-82 TADS/WESTAR)

PROJECT TITLE : PRECISE EARLY EDUCATION FOR CHILDREN W/HANDICAPS
(PEECH PROJECT)

CONTACT PERSON : Merle B. Karnes, Director 217/333-4894

PROJECT ADDRESS : University of Illinois
Colonel Wolfe School
Y03 East Healey
Champaign, IL 61820

PROGRAM TYPE : Handicapped Early Education Program Outreach Project

POPULATION SERVED: Handicapped children aged 3 to 5 years, and their families.

PROJECT ABSTRACT : PEECH is a center-based program. Although the primary population is the mildly to moderately handicapped, procedures have been adapted for lower functioning, sensory impaired children.

Major outreach goals -
To train site personnel in procedures for developing, implementing and demonstrating a model early education program for preschool handicapped children.
To prepare and disseminate materials to assist early childhood personnel in the education of handicapped children.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE Manuals on family involvement and handouts describing components of the early childhood special education program. (1980-82 TADS/WESTAR)

PROJECT TITLE : EARLY INTERVENTION PROJECT (EIP)

CONTACT PERSON : James John Reisinger, Director 312/880-4844

PROJECT ADDRESS : 2300 Children's Plaza
Chicago, IL 60614

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Children aged birth to 5 years who display problematic, acting-out behavior such as noncompliance, tantrums or aggression, or developmental delays or deviations. Developmental problems include overall delay, speech and language problems, and learning disabilities.

PROJECT ABSTRACT : The program is a modular system with entrance into each module based on need. In the Toddler Management module, problematic behavior is changed by instructing the parent in using behavioral strategies. In the Individual Tutoring module, the parent learns how to facilitate systematically the child's development, particularly in speech and language. The Preschool module promotes social behavior and facilitates academic readiness skills. Other modules include a Theory Training Group for mothers and a Liaison module to coordinate communication with agencies receiving EIP children.

EIP emphasizes the training of parents as primary change agents. Parents receive one-on-one instruction in behavioral change strategies, including behavioral observation, principles of behavior change and planning programs for their child. This instruction is augmented by group theory training. When parents have successfully met goals set for their child, they train new parents or assist in the preschool module.

Because these parents become a work source for the project, EIP can provide cost-effective service for young handicapped children. The data collection procedure incorporated into the daily program enhances EIP's accountability to the consumer and allows parents to monitor continuously their child's progress. In addition, this procedure ensures updated program planning for each child.

PROJECT MATERIALS: Not indicated. (1980-82 TADS/WESTAR)
DEVELOPED FOR
PARENT USE

PROJECT TITLE : MACOMB 0-3 REGIONAL PROJECT: A RURAL CHILD/PARENT SERVICE

CONTACT PERSON : Patricia L. Hutinger, Director 309/298-1634

PROJECT ADDRESS : 27 Horrabin Hall
Western Illinois University
Macomb, IL 61455

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Project

POPULATION SERVED: Handicapped children aged birth to 3 years, and their families.

PROJECT ABSTRACT : The project provides a home-based remediation/education service to handicapped children and their families. This rural, infant service delivery model provides home visits and sharing centers which incorporate child activities, parent/study topics and water activities. Parents are involved in all activities. The Sharing Center, a unique component of the program, is a popular and effective means of bringing parents and children together to engage in learning activities. The project has developed and made available four books and 31 "Baby Buggy" papers; all topics pertain to the implementation and operation of an infant project. In addition, the project has developed a series of videotapes and slide-tapes for use in training and public awareness activities by project staff.

PROJECT MATERIALS: Baby Buggy Books #1-#4
DEVELOPED FOR 31 Baby Buggy Papers
PARENT USE Videotapes - Indicated but not specifically named. (1980-82 TADS/WESTAR)

PROJECT TITLE : PRE-START - A FAMILY FOCUSED MODEL OF SERVICES FOR HIGH RISK INFANTS.

CONTACT PERSON : Jennie E. Swanson, Director 312/531-3499

PROJECT ADDRESS : 2160 S. First Avenue
Maywood, IL. 60153

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Sixty high risk infants who were born at Loyola University McGaw Hospital or transferred there from 12 community hospitals, and their families(minorities included). Services are available until children are 3 years of age.

PROJECT ABSTRACT : The Pre-Start project approach is neuro-developmental and interdisciplinary and is based on a family-child competency model. Each child's competencies provide a basis for more successful parent-infant transactions.

A team from medicine, education, theology and nursing serves as a resource to parents, the primary facilitators for infants. Program options include parent-to-parent support and contact, individual and family counseling, information seminars, charting by parents using Parents in Child Development, and crisis intervention. A special focus is on the sensitivity and responsivity of team members to parents' feelings, needs and concerns.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE Partners in Child Development - a videotape on parents documenting their child's developmental progress; In the First Days - a pamphlet for and written by parents of high-risk infants; the Pre-Start model description; and the Swanson Infant Follow-up, a neuro-developmental assessment system for high-risk infants from birth to 3 years. (1980-82 TADS/WESTAR)

PROJECT TITLE : PEORIA 0-3 OUTREACH PROJECT

CONTACT PERSON : Kriss Montgomery, Director 309/672-6358

PROJECT ADDRESS : 320 East Armstrong Avenue
Peoria, IL 61603

PROGRAM TYPE : Handicapped Children's Early Education Program
Outreach Project

POPULATION SERVED: Mildly to severely developmentally delayed children, aged birth to 3 years and their families.

PROJECT ABSTRACT : The project is based on a developmental task analysis approach to prescriptive teaching delivered primarily in the home by parents. The service program's components include: awareness and identification of young handicapped children; comprehensive diagnostic, and evaluation services; IPP planning and home-based programming; occupational, physical and speech/language therapy; and parent education and support.

PROJECT MATERIALS: Color videotape - At the Tip of My Finger
DEVELOPED FOR Slide-tape - On both normal and abnormal motor development
PARENT USE Child Progress Assessment Instrument - Functional Profile
Other materials - Program manual
Parent observation handouts
Motor and speech/language handouts
Manual - A Replication of a 0-3 Project
Handout - Stages of Grief (1980-82 TADS/WESTAR)

PROJECT TITLE : PROJECT RHISE/OUTREACH

CONTACT PERSON : Steven Lynn Smith, Director 815/965-6766

PROJECT ADDRESS : 650 North Main STreet
Rockford, IL 61103

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Project

POPULATION SERVED: Handicapped infants aged birth to 3 years and their parents.

PROJECT ABSTRACT : The program serves handicapped infants aged birth to 3 years using the Consultancy Model at both home- and center-based sites. Parents are the primary facilitators of their child's development, thus the program emphasizes parent training and support through the parent-to-parent approach. A strong organizational framework and community relations activities round out the comprehensive program.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Materials include: a curriculum syllabus, developmental checklist, parent needs assessment, parent learning packages, parent-developed filmstrip, child find workshop proceedings monograph, bibliographies program description articles, and growth and development poster. (1980-82 TADS/WESTAR)

PROJECT TITLE : KANSAS RESEARCH INSTITUTE FOR THE EARLY CHILDHOOD EDUCATION OF THE HANDICAPPED (EARLY CHILDHOOD INSTITUTE)

CONTACT PERSON : Judith M. LeBlanc & Edward L. Meyen 913/864-4954
913/864-4840

PROJECT ADDRESS : Department of Human Development
130 Haworth Hall
University of Kansas
Lawrence, KS 66045

Department of Special Ed.
377 Haworth Hall
University of Kansas
Lawrence, KS 66045

PROGRAM TYPE : The major emphasis of the Institute is to develop or improve methods of identifying and intervening with children at risk for a handicapping condition. The Institute's research is united by a common question: Why do some children develop successfully and others do not?

POPULATION SERVED: To fulfill its objectives, the Early Childhood Institute is conducting research in the following areas:

1. Developmental Guides to Intervention
2. Ecological Guides to Intervention
   (For example, strategies used by mothers of handicapped. at-risk and normal children to teach language (Rogers-Warren).
3. Assessment Guides to Intervention
4. Integrated Research
   (For example, the Institute is conducting longitudinal studies in the following areas: receptive language in infants, parent-child interactions in the home, sensorimotor development in SMH and normal infants and children, and verbal interactions between mothers and their children.

PROJECT ABSTRACT: The Institute has completed Volume I in the series "Quantitative Assessment of Motor and Sensory/Motor Acquisition in Handicapped and Nonhandicapped Infants and Young Children" entitled Assessment Procedures for Selected Developmental Milestones.

PROJECT TITLE : THE S-E-KAN PROJECT
AN INTERACTIVE CURRICULUM MODEL FOR PROVIDING COMPREHENSIVE EDUCATIONAL SERVICES TO HANDICAPPED INFANTS, PRESCHOOL CHILDREN AND THEIR FAMILIES IN A RURAL AREA.

CONTACT PERSON : Lee Snyder-McLea, Director 316/421-6550

PROJECT ADDRESS : Parsons Research Center
Parsons, KS 67357

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Handicapped children aged birth to 5 years residing in a rural area in southeastern Kansas. Fifteen children aged 2 to 5 years.

PROJECT ABSTRACT : The project delivers services through various programs ranging from primarily center-based to primarily home-based and provides additional support services to individual parents and parent groups on the basis of identified needs.

All parents participate in the assessment and IEP process and are responsible for some degree of program carryover and monitoring in the home. Parents and project staff individually negotiate further involvement and provision of support services.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Notes and/or newsletters- indicated but not specifically named. (1980-82 TADS/WESTAR)

PROJECT TITLE : LOUISIANA STATE IMPLEMENTATION GRANT

CONTACT PERSON : Henry Smith, Director 504/342-3631

PROJECT ADDRESS : Joint Project for Parent and Children Services
1272 Laurel Street
Baton Rouge, LA 70802

PROGRAM TYPE : Handicapped Children's Early Education Program State Implementation Grant

POPULATION SERVED: Young handicapped children and their parents.

PROJECT ABSTRACT : The SIG seeks to minimize occurrences of handicapping conditions through the early identification of high-risk infants and early intervention. The project provides information and referral services, personnel training, parent education and parent counseling. The project will also improve methods of identifying children aged 3 to 5 years with previously diagnosed or undiagnosed handicaps.

PROJECT MATERIALS: None indicated

PROJECT TITLE : CHILDREN'S CENTER INFANT DEVELOPMENT PROGRAM

CONTACT PERSON : Stanley H. Abadie, Director 504/948-6881

PROJECT ADDRESS : 1100 Florida Avenue, Bldg. 119
New Orleans, LA 70119

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Children aged birth to 3 years who are multihandicapped, orthopedically impaired, speech impaired, or retarded, and their parents.

PROJECT ABSTRACT : The project uses a transdisciplinary approach to deliver service delivery to home-program and classroom children. The intervention is based on six target areas of gross motor, fine motor, communication, self-care, social/emotional and cognitive development.

Parents are involved in a variety of experiences individualized to the needs of the child and family. The project offers to all parents group educational sessions, individual parent training sessions, guided classroom observations, classroom participation and participation in IEP development and supportive services.

PROJECT MATERIALS: The program staff is currently developing an infant curriculum for classroom teachers and parents of young handicapped children aged birth to 3 years, including curriculum placement instruments for each domain.

(1980-82 TADS/WESTAR)

PROJECT TITLE : ORLEANS MODEL FOR PRESCHOOL HANDICAPPED

CONTACT PERSON : Edith Kong-Lam, Coordinator 504/527-0363

PROJECT ADDRESS : 703 Carondelet Street
New Orleans, LA 70130

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Serves twelve to 22 developmentally handicapped children aged 3 to 5 years, in 3 self-contained classrooms in an elementary school. Handicapping conditions include multi-handicaps, developmental delays and autism.

PROJECT ABSTRACT : The program follows the Developmental Task Instructional System (Lillie) which involves needs assessment and the establishment of instructional objectives, curriculum activities and learning systems. The curriculum is organized around these developmental areas: gross and fine motor, language, conceptual, perceptual and social-emotional. The program operates 5 days a week for 5 hours per day. The project emphasizes parent/family involvement. In addition to home visits, the parents and child visit the program prior to enrollment. Upon enrollment, the parents and staff write an individualized contract for family participation which includes these minimum requirements: weekly participation in the classroom, weekly or biweekly follow-up of preacademic exercises to be carried out at home, attendance at social events or workshops and development of appropriate skills by the parents.

PROJECT MATERIALS: Curriculum guide
Notes and/or news letter

Indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : SIDE BY SIDE

CONTACT PERSON : Barbara Carle and Dorothy Molnar 413/774-2243
Co-Directors

PROJECT ADDRESS : 197 Federal Street
Greenfield MA 01201

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Eleven moderately to severely handicapped children, aged 3 to 5 years, and 9 nonhandicapped children aged 3 to 5 years in an integrated pre-school. Handicapping conditions include cerebral palsy, spinal bifida, epilepsy and developmental delays.

PROJECT ABSTRACT : The program is dedicated to the principle of integrated education as the child's first school experience. The major goals are to foster a strong self-image, to encourage independence in thought and action and to build positive relationships. The curriculum sources are Montessorri and Mary Wood.

Parents of both handicapped and nonhandicapped children participate in the parent program, which provides the opportunity for parents to support one another and demonstrate acceptance of children with special needs. Activities include potluck meals at school, a weekly swim program and bimonthly informal meetings. Parent-teacher conferences are held at least twice a year, and teachers are available for an hour each day for telephone conferences. A home-teaching program reflects the concerns of parents of special children and addresses such topics as education, health and family welfare.

PROJECT MATERIALS: Slide-tape shows deal with the aspects of integrating young children with special needs and about the parent program at SIDE BY SIDE. Poster/pamphlet: illustrates the integrated program for young children.

(1980-82 TADS/WESTAR)

PROJECT TITLE : PROJECT OPTIMUS/OUTREACH

CONTACT PERSON : Geneva Woodruff, Director 617/471-0350

PROJECT ADDRESS : 77 Parkingway
Quincy, MA 02169

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Project

POPULATION SERVED: Developmentally delayed children aged birth to 3 years, and their families

PROJECT ABSTRACT : Project First, the demonstration component, is a center- and home-based program for handicapped children aged birth to 3 years and their families. Project First employs a modified transdisciplinary approach, using a primary provider for direct services and a team to assess, plan and evaluate. Therapeutic and educational staff measure child progress every three months using developmental assessment and observation.

PROJECT MATERIALS: Materials developed by the project include -

- The Parent Involvement Manual
- slide-tapes on the transdisciplinary service delivery model
- slide-tapes on parental involvement in the transdisciplinary team

(1980-82 TADS/WESTAR)

PROJECT TITLE : WASHINGTON COUNTY CHILDREN'S PROGRAM OUTREACH PROJECT

CONTACT PERSON : Jane Weil, Director 207/255-3426

PROJECT ADDRESS : P.O. Box 311
Machias, ME 04654

PROGRAM TYPE : Handicapped Children's Early Education Program
Outreach Project

POPULATION SERVED: Handicapped children, aged birth to 5 years, and their parents.

PROJECT ABSTRACT : The home-based model stresses placement of children in normal group settings (nursery schools, Head Start, family day care homes). The project aides in forming play groups and mother groups when community group settings do not exist. This program has an increasing emphasis on infants and toddlers.

PROJECT MATERIALS: Helping Parents Grow: a booklet developed as a companion to Helping Children Grow, developed during the demonstration years
Helping Families Grow
A set of materials on developing and working with mothers' groups
A set of audio tapes of interviews with three parents of handicapped children
A revised speech/language questionnaire and a prenatal questionnaire
Materials on funding sources

(1980-82 TADS/WESTAR)

PROJECT TITLE : EARLY EDUCATION PROJECT (EEP)

CONTACT PERSON : Norma Edwards, Director 301/762-2611

PROJECT ADDRESS : Sandburg Learning Center
451 Meadow Hall Drive
Rockville, MD 20851

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Thirty mildly to moderately handicapped children, ages 2 to 5 years.

PROJECT ABSTRACT : The program provides services for children in two special centers within the Montgomery County Public Schools. Each class of 9 children has one teacher and an aide. An interdisciplinary team of therapists works with children individually and in small groups in the classroom and/or therapy room to provide a comprehensive program.

EEP completes a parent needs assessment when the child enters the program. The parent coordinator designs and implements activities to meet the identified needs. School-based activities include participation in discussion and topical groups. Home activities include home visits and home-school activity sheets.

PROJECT MATERIALS: EEP has developed a videotape series that follows the development of six project children over the course of a semester. The tapes are used at inservice workshops to instruct observers in child development, informal diagnostic assessment, formal evaluation, interdisciplinary curriculum, parent interviews and mainstreaming readiness.

(1980-81 TADS/WESTAR)

PROJECT TITLE : THE EARLY INTERVENTION PROGRAM BIRTH TO 5

CONTACT PERSON : Liz Cromwell, Director 317/722-3232

PROJECT ADDRESS : SPARKEY Center, Wilson School
1225 South Wildwood
Westland, MI 48185

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Thirty to 140 children aged birth to 5 years, whose handicapping conditions render them eligible in all areas of special education in Michigan, and their parents. These areas include educable mentally impaired, trainable mentally impaired, severely mentally impaired SMI (severely multiply impaired), emotionally impaired, physically and otherwise health impaired, learning disabled, deaf and hard of hearing and severe speech and language impaired.

PROJECT ABSTRACT : A teacher consultant visits children aged birth to 2 years and creates a developmental home curriculum programming for the handicapping condition. In addition, a family member attends a group at the center once a week. A multidisciplinary team plans appropriate activities for child and adult. The project offers three- and four-year-old children multidisciplinary classroom situations for five half days. SMI classes are pure and run all day.

The Parent-Family component includes home visits, meetings, participation in the classroom and parent decision-making through the parent group and the Advisory Council.

PROJECT MATERIALS: A parent notebook and curriculum guides for children and home visits and a slide presentation of the program are available.

(1980-82 TADS/WESTAR)

PROJECT TITLE : EARLY EDUCATION OUTREACH

CONTACT PERSON : Virginia M. Bunker, Director/Coordinator 612/644-2001

PROJECT ADDRESS : 1930 Como Avenue
St. Paul, MN 55108

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Project

POPULATION SERVED: Serves children throughout Minnesota who are aged birth through 5 years, and who are significantly developmentally delayed, and their parents.

PROJECT ABSTRACT : The demonstration model is a cognitively-oriented, family-centered intervention and remediation program for developmentally delayed children. The program includes a full range of services, with frequent combinations of center- and home-based teaching to foster parents as teachers in both settings. Seventy-five sites are known to be using components of the demonstration model.

The project has developed a resource lending library for staff and parents. It provides program evaluation consultation and distributes a statewide early childhood special education newsletter.

PROJECT MATERIALS: Project developed materials include a manual of philosophy and objectives for parent involvement: (Reach Out: How Teachers Involve Parents in Preschool Programs for Children with Special Needs), training, videotape and manual for stimulating speech and language development of preschool handicapped children "Awareness" slide-tape program (The Role of the Occupational Therapist in a Preschool Setting).

(1980-82 TADS/WESTAR)

PROJECT TITLE : PEARL RIVER INFANT PROJECT

CONTACT PERSON : Mary Marcia Yodes, Director 601/798-7132 & 868-2923

PROJECT ADDRESS : 801 Sixth Avenue
Picayune, MS 39466

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Serves twenty-five developmentally disabled children aged birth to 5 years, (6 if not elibible for public schools) residing in Pearl River County, Mississippi. Their parents are also served.

PROJECT ABSTRACT : The project serves the children in both home and center, with the home-bound children gradually phased into the center. The project has adapted Project RISE, the Portage Project and the Small Wonder Kit into the program curriculum. The project uses a transdisciplinary approach with home-bound infants and an interdisciplinary approach with center-based infants.

Upon placement recommendation by the diagnostic and evaluation team, the parent educator makes a home visit to assist parents in completing the admission and medical forms. When the child's IEP is written, the parents contract to come to the center for a specified number of hours of training to enable them to continue the infant's programs in the home. The staff conducts parent training in the form of workshops and one-on-one consultation. Parent assessment in pre and posttest knowledge forms is used to evaluate the parent education component.

PROJECT MATERIALS: Notes and/or newsletters indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : EARLY INTERVENTION PROGRAM

CONTACT PERSON : Sandra W. Goutt, Director 882-3741

PROJECT ADDRESS : Department of Special Education
515 South Sixth Street
Columbia, MO 65211

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Eighteen children aged 20 months to 5 years who have a significant delay in one or more areas of development and/or who have a known syndrome or high risk characteristics resulting in learning and/or learning problems. Parents are served as well.

PROJECT ABSTRACT : The project staff develop individual educational programs (IEPs) using various curricula including Teaching Research. These IEPs are based upon data obtained through criterion referenced assessments and systematic observation techniques.

Parents participate in all aspects of the program - assessment, planning, intervention in the home and center, decision making and program evaluation. The staff provides education and training through individual sessions and monthly parent meetings. Community Liaison Teacher assesses parental and family needs and develops an individual plan for meeting these needs.

PROJECT MATERIALS: None indicated.

(1980-82 TADS/WESTAR)

PROJECT TITLE : PROJECT IMPACT

CONTACT PERSON : Phyllis A. Rozansky, Director 534-9350

PROJECT ADDRESS : 3930 Lindell Boulevard
St. Louis, MO 63108

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Twenty children aged 2½ to 5 years, 10 in each classroom session, and their parents. It is designed for children with developmental delays or behavior problems. Families are referred because of actual or potential child abuse or neglect and parents must be willing to receive weekly base training.

PROJECT ABSTRACT : The children undergo a diagnostic assessment consisting of observation, standardized tests and a parent-child interaction session. The subsequent IEP is implemented in the therapeutic classroom in daily, 3-hour sessions. The classroom curriculum is a therapeutic-developmental program emphasizing the emotional-social and language areas where children experience significant problems and delays.

Parents practice interaction skills during weekly parent-child sessions in a simulated home environment. These sessions are also scheduled in the classroom and at home. In these sessions, videotaping is one of the primary teaching tools. In addition, the project provides family therapy and support services.

PROJECT MATERIALS: Notes and/or newsletters - Indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : PROJECT SUNRISE OUTREACH

CONTACT PERSON : Ronald P. Sexton, Director 406/657-2250

PROJECT ADDRESS : Institute for Habilitative Services
Eastern Montana College
Billings, MT 59101

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Project

POPULATION SERVED: Handicapped children and their families

PROJECT ABSTRACT : The project delivers service through a home-based parent training model. Home visitors, trained and supervised by project special educators, make weekly visits to the homes of participating families.

PROJECT MATERIALS: The Project Sunrise Model: A home-based parent training program and paraprofessional training program.
VIEWS: An early childhood special education newsletter published quarterly.
Proceedings Document: A summary of the Second Annual Montana Symposium on Early Education and the Exceptional Child.

1980-82 TADS/WESTAR

PROJECT TITLE : KENDALL INFANT/TODDLER DEMONSTRATION PROJECT (KID)

CONTACT PERSON : P.J. Coffin, Director 919/294-4860

PROJECT ADDRESS : 4015 West Wendover Avenue
Greensboro, NC 27407

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Twenty-two children aged birth to 3 years whose handicapping conditions include high risk for abnormal development mildly or moderately retarded (with a priority for Down's syndrome) physical handicaps and visual impairments, and their parents

PROJECT ABSTRACT : The project provides center-and home-based programming (aged birth to 1½ years), structured classroom experience (aged 1½ to 3 years) and mainstreaming into community nurseries and preschool children.

Parents participate in a weekly training program, which includes observation of their children (accompanied by programmed feedback) and individual and group training in specific skill areas such as behavior analysis, child development, "mainstreaming and the law" and organization of group support systems. Periodic home visits augment the weekly sessions.

PROJECT MATERIALS: Newsletters indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : PRESCHOOL SUPERMARKET

CONTACT PERSON : Barbara A. Wear, Director 609/445-6285

PROJECT ADDRESS : Bozorth Early Childhood Center
Glassboro, N.J. 08028

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Thirty non-categorically handicapped children aged birth to 5 years, and their parents

PROJECT ABSTRACT : This diagnostic/prescriptive program uses a developmental curriculum. The project offers four program strategies: two integrated morning programs with equal numbers of handicapped and nonhandicapped children meeting four or five days a week; two intensive specialized services program for more severely impaired youngsters meeting three or four times a week; a home-based program; and the Preschool Family Resource Center, which provides a variety of training for families (as well as for college students and the community).

Parents are involved in all program components from the initial screening to final evaluations. Activities offered through the Preschool Family Resource Center are designed to meet individual, family and group needs determined from questionaires and concerns articulated in a Family Education Plan, i.e. counseling, workshops, advocacy, support group, child program involvement (from IEP writing to classroom work), center-related tasks and parent planned social activities.

PROJECT MATERIALS: Center-developed curricula - Developmental Play as a Learning Tool (birth to 3) and A Time...To Grow... To Play...To Learn...To Be Me...(3 to 5).

Notes and/or newsletters indicated but not specifically named.

PROJECT TITLE : DEVELOPMENTAL INFANT PROGRAM IN HOSPITAL AND HOME (DIPHH)

CONTACT PERSON : Shirley Zeitlin and Frieda Spivack 212/756-9700 Ext. 2284
Co-Directors 212/960-8173

PROJECT ADDRESS : Kingsbrook Jewish Medical Center
DMRI - 341
Rutland Road and East 49th Street
Brooklyn, NY 11203

PROGRAM TYPE : Handicapped Children's Early Education Program
Demonstration Project

POPULATION SERVED: Twenty severely handicapped multi-ethnic children, aged birth to 5 years and their families. The children are from an urban area and have chronic medical conditions requiring long-term or recurring hospitalization or continuing involvement with hospital out-patient clinic.

PROJECT ABSTRACT : Program for Children

The educational program, based on the developmental interaction Model for Personalized Learning, includes a hospital program for chronically ill children and a program for children at home. The project attempts to increase the child's developmental skills and ability to cope more adaptively. Teacher interns, supported by the multidisciplinary team, work three days a week with the hospital children and once a week with the home children. The project uses the Curriculum for Developmental Education. The project integrates children with nonhandicapped siblings and other hospitalized children during a Saturday morning play group.

Measure of Child Progress

The project uses the Assessment of Basic Capabilities (Spivak), the Infant Level and Severely and Specifically Handicapped Level (Spivack), the Coping Inventory (Zeitlin), observations and videotaping to develop personalized learning plans and to measure progress biannually.

Program for Parents

The parent program increases the parents' ability to cope with the child by increasing understanding of the child's special needs, their own and their family's needs as a result of having a special child.

PROJECT MATERIALS DEVELOPED FOR PARENT USE : Parent Support Parent Program Manual, and other instructional materials.

(1980-82 TADS/WESTAR)

PROJECT TITLE : INFANT/FAMILY PROJECT

CONTACT PERSON : Fran Shaffer, Director 215/277-8181

PROJECT ADDRESS : Child Study Program
Montgomery Hospital
15 West Wood Street
Norristown, PA 19401

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : One hundred-thirty families: Twenty three developmentally disabled children aged birth to 3 years are enrolled in the preschool classroom; nine children at risk for a developmental disability are followed on an out-patient basis; 94 other at-risk children and their families are tracked. The project brings other children into the pre-school classroom for 2 to 4 weeks of diagnostic study and training.

PROJECT ABSTRACT : Components in the program for children are the neonatal behavioral assessment, selective follow-up of the newborn, out-patient services for children whose development indicates a possible developmental delay and classroom activities for children with known developmental difficulties.

The social worker, nurse and parents meet weekly to discuss issues related to pregnancy and birth. In the hospital nursery, a child development specialist and nurse demonstrate newborn abilities to parents. The project supports parents of newborns selected for follow-up home visits. In addition, the project offers participation in education groups to parents of children with developmentally disabling conditions.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Videotape: Depicts the use of the Brazelton Neonatal Behavioral Assessment Scale with the mother and father present.

(1980-82 TADS/WESTAR)

PROJECT TITLE : A LEAST RESTRICTIVE KINDERGARTEN MODEL FOR HANDICAPPED STUDENTS

CONTACT PERSON : Ann H. Barrick, Director 215/424-2077

PROJECT ADDRESS : Penny Packer Elementary School
Washington Lane and Thowan Avenue
Philadelphia, PA 19138

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Handicapped school-entry aged children (4 years 7 months as of September 1, 1980) and their parents. The population includes those children for whom programming ordinarily would be in a self-contained special education class with minimum exposure to regular education and in regular kindergartens with insufficient support services.

PROJECT ABSTRACT : The project assigns eight exceptional children to one kindergarten classroom which has a regular education kindergarten teacher, an aide and a special education teacher. The morning session has both nonhandicapped and special students.

The project conducts family workshops throughout the school year on issues such as child management, ways to use the home as a learning center and instructional materials made from ordinary objects. The project trains family members as instructional aides to the child, as well as others in the class. The project offers a family support group and counseling through supplementary services.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: The project is currently planning materials development. No products are specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : AN EDUCATIONAL SYSTEM IN PARENTING FOR THE RETARDED WITH INFANTS AND TODDLERS (ESPIRIT)

CONTACT PERSON : Linda Sherman, Director 412/322-6008

PROJECT ADDRESS : 1001 Brighton Road
Pittsburg, PA 15233

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Twenty-five high risk infants aged birth to 3 years, and their retarded parents. The children's parents must be economically disadvantaged and below average in intellectual and adaptive functioning.

PROJECT ABSTRACT : The program strives to foster normal development of the child. The project staff develop an IEP which incorporates activities of the Portage Project. A home visitor models the implementation of the infant's daily program and adapts it to the parent skills. Ultimately, the parents will assume full responsbility for carrying out the program.

The Home Training Program is based on an Individual Program Plan (IPP) for each parent. The IPP begins with an independent daily living skills checklist, a parenting skills checklist, a safety checklist and a parenting questionnaire. The project evaluated parental self-image, daily living, prenatal care, child health, safety, stimulation and behavior management skills.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: The project offers an innovative and replicable service system for a relatively unserved population, assessment tools specific to mentally retarded parents and the ESPIRIT Parenting Guide.

(1980-82 TADS/WESTAR)

PROJECT TITILE : EARLY EDUCATION OPPORTUNITIES FOR PRESCHOOL HANDICAPPED CHILDREN

CONTACT PERSON : Awilda Torres, Director 809/754-1771
809/764-8059

PROJECT ADDRESS : Department of Education
Office 612 Special Education Program
Hato Rey, PR 00919

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Thirty children aged 3 to 8 years in two demonstration centers. Each site serves 15 children. The San Juan center serves ten emotionally disturbed children and five children with learning disabilities in an urban low income setting. The Humacao center serves 15 children with speech, language and hearing problems, as a demonstration site for service to a rural population.

PROJECT ABSTRACT : The project offers a cognitively oriented curriculum and a continuum of complete diagnostic and educational services by a multidisciplinary team in each center.

The project coordinators and staff orient parents to the requirements of P.L. 94-142, assess parent needs and carry out individual interviews regarding educational evaluation and placement of children. Parents participate in parent group meeting, parent training programs and the Advisory Council.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Instructional materials, notes and/or newsletter indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : REGIONAL INTERVENTION PROGRAM EXPANSION PROJECT (RIP)

CONTACT PERSON : Matthew A. Timm, Director 615/269-5671

PROJECT ADDRESS : 2400 White Avenue
Nashville, TN 37204

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Project

POPULATION SERVED : Preschoolers aged birth to 5 years with handicaps that range from mild behavior disorders to severe developmental delays; and their parents.

PROJECT ABSTRACT : The RIP program is a parent-implemented service for preschoolers aged birth to five and their parents. Handicaps range from mild behavior disorders to severe developmental delays. Parents conduct intervention programs in both the clinic and the home. The project uses program-specific observational measures to determine child progress. After completing intervention with their children, parents participate in a time payback system to the program. Thirteen sites known to be using Components of the demonstration model as of 1981.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Although not specifically indicated, the following products developed by the project are meant to be used by parents.

Child Check Diary (film and public service announcements to stimulate interest in early intervention)
Using Skills Effectively
Using Resources Effectively (field-based training programs in early intervention techniques, including 14 training videotapes, manuals and a slide-tape production).

(1980-82 TADS/WESTAR)

PROJECT TITLE :	CHILD SUCCESS THROUGH PARENT TRAINING
CONTACT PERSON :	Sue Schafer, Director 817/387-6063
PROJECT ADDRESS :	P.O. Box 22487 - TWU Station Denton, TX 76204
PROGRAM TYPE :	Handicapped Children's Early Education Program Demonstration Project
POPULATION SERVED :	Children aged birth to 36 months who have identified developmental problems or who are at risk acquiring them. Parents must be willing to participate in their child's program. The project serves a maximum of 40 children from three counties in rural north Texas at any one time.
PROGRAM ABSTRACT :	The project uses the Developmental Programming for Infants and Young Children (DPIYC) for assessment and development of behavioral objectives in the areas of gross and fine motor, perceptual, self-care, social, cognitive and language. During center and home visits, parents receive instruction and assistance in implementing their child's developmental activities. Parents actively participate in all aspects of services to their child. Through discussion, demonstration, and practice, parents learn about child development, their child's handicapping conditions and areas of strength, and ways to promote their child's development through daily family routine. With assistance from the project staff, the parents target specific areas for training. A contract is established to include: areas of need targeted by the parents, parent goals expressed in behavioral terms, training methods to be used for each goal, specific responsibilities for parents and CSP staff, and expected outcomes. The contract is evaluated and revised by the parents and staff on a quarterly basis in conjunction with the child's reassessment.
PROJECT MATERIALS DEVELOPED FOR PARENT USE:	The project is developing a parent training curriculum, a staff development package to teach professionals how to contract with parents of delayed infants, and methods for including alternate caretakers in the child's program.

(1980-82 TADS/WESTAR)

PROJECT TITLE :	PROJECT TRANSITION OUTREACH SERVICES
CONTACT PERSON :	Marlene Hallier, Director 713/521-9584
PROJECT ADDRESS :	3309 Richmond Avenue Houston, TX 77098
PROGRAM TYPE :	Handicapped Children's Early Education Program Demonstration Project
POPULATION SERVED :	Not indicated
PROJECT ABSTRACT :	Project Transition continuation provides early childhood classes with transitional support services for parents and children leaving our community infant program for entry into public school. This is designed to insure a smooth and successful transition from one program to another. Six sites are known to be using components of the demonstration model.
PROJECT MATERIALS DEVELOPED FOR PARENT USE:	Training materials: parent materials, child curriculum, others; not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : DEBT PROJECT

CONTACT PERSON : Gloria Galey, Director 806/747-2641 x455

PROJECT ADDRESS : 1628 19th Street
Lubbock, TX 79401

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Project

POPULATION SERVED : Handicapped children ages birth to 2 years and their parents.

PROJECT ABSTRACT : The DEBT Project provides a home training program for children with developmental delays and their parents. The project identifies as many young children as possible; develops a home instructional program for parents; and develops awareness of services offered by state and community agencies. In addition, the project provides play and water programs twice weekly, parenting resource programs and follow-up services for teenage parents, and preservice and inservice training for staff and volunteers. Other activities include a volunteer program, assistance to day care centers, and local, regional and national information dissemination. Forty sites are known to be using components of the demonstration model.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: DEBT's research document detailing child progress data and parent involvement is available. Other products include:

DEBT Diaper Dudes
DEBT Developmental Scale from Birth to Six Years
DEBT Teaching Activities Packet Birth to 36 months
Comprehensive Training Notebook
DEBT GOSPEL Guidebook
DEBT Model Project (brochure)
DEBT Outreach Project (brochure)
Love Your Baby
Bibliography of literature on child growth and development, intervention techniques and parental communications

(1980-82 TADS/WESTAR)

PROJECT TITLE : A PEPPY KIDS PROJECT

CONTACT PERSON : Delia Swiger, Director 512/434-7033

PROJECT ADDRESS : 503 Castroville Road
San Antonio, TX 78237

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Thirty children aged 3 to 8 years with mixed non-categorical handicaps, some of whom are bilingual. Their parents are also served.

PROJECT ABSTRACT : The project offers day care, after school care, adaptive aquatics, and a recreational program which includes gymnastics, ballet and folk dancing.

Parents participate as members of the advisory committee and take part in special interest workshops. The project also provides for parents a respite care referral system.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated

(1981-82 TADS/WESTAR)

PROJECT TITLE : PROJECT SEARCH

CONTACT PERSON : Jimmy Gowling, Director 713/385-5286

PROJECT ADDRESS : 415 West Avenue
Silsbee, TX 77656

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Seventeen preschool children, aged birth to 5 years, who exhibit physical and/or mental disabilities or specific developmental delays, and their parents.

PROJECT ABSTRACT : The program for the children is child centered. The individualized therapy and instructional programs emphasize the areas of language, motor, personal-social and problem solving skills.

Parent involvement includes active participation in the instructional activities, home activities, special topical workshops, parent meetings and the Parent Advisory Council.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Instructional materials indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : PEECH OUTREACH

CONTACT PERSON : Lois A. Cadman, Director 817/322-6928

PROJECT ADDRESS : 301 Loop II
Wichita Falls, TX 76310

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Project

POPULATION SERVED : Parents of mild to serverely handicapped children.

PROJECT ABSTRACT : This project trains parent to function as paraprofessionals and educators. It is a home-based model providing weekly home visits by both professional and paraprofessional home teachers. The staff trains parents to conduct learning activities on a daily basis. Forty-eight sites are known to be using components of the demonstration model.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Dissemination products include:

Teacher's Handbook for developing home intervention programs
Parent's Handbook which describes handicapping conditions and educational activities and is also available in Spanish.

(1980-82 TADS/ WESTAR)

PROJECT TITLE : MULTI-AGENCY PROJECT FOR PRESCHOOLERS

CONTACT PERSON : Glendon Casto, Director 801/750-2000

PROJECT ADDRESS : UMC 68
Utah State University
Logan, UT 84322

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Project

POPULATION SERVED : Handicapped children aged birth to 5 years in rural and remote areas and their parents.

PROJECT ABSTRACT : The project is a home- and community-based intervention program which teaches parents of children aged birth to 3 to act as intervention agents for their handicapped children by providing a specific curriculum, training and weekly monitoring. For handicapped children aged 3 to 5, the program provides curriculum materials and training to parents and teachers in preschools and community daycare. Twenty-five sites are known to be using components of the demonstration model.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

(1980-82 TADS/WESTAR)

PROJECT TITLE : MODEL CHILD DEVELOPMENT PROJECT FOR SEVERELY HANDICAPPED CHILDREN AGES BIRTH TO FIVE YEARS

CONTACT PERSON : David R. Ritter, Director 802/775-2386

PROJECT ADDRESS : Box 66
Rutland, VT 05701

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Clients divided into three components: Pilot Parents component-10 families of handicapped infants; Infant Stimulation - 12 infants and toddlers; Therapeutic Preschool - 6 children. All children have severe developmental handicaps, serious behavior disorders or emotional disturbances. All are aged birth to 5 years.

PROJECT ABSTRACT : Home-based Infant Stimulation uses a parent training approach to help parents interact and work with their handicapped infants. Therapeutic Preschool uses a modified developmental therapy curriculum with major focus on the child's social/emotional growth.

The Pilot Parents program trains a group of 10 parents of handicapped children to provide support, information and advocacy for parents of newborn handicapped infants. Parent involvement is also a crucial aspect of Infant Stimulation and Therapeutic Preschool Programs.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Brochures: Indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : CHILD DEVELOPMENT RESOURCES OUTREACH PROJECT (CDR)

CONTACT PERSON : Barbara Acree Kniest, Director 804/565-0303

PROJECT ADDRESS : P.O. Box 299
Lightfoot, VA 23090

PROGRAM TYPE : Handicapped Children's Early Education Program
Outreach Project

POPULATION SERVED : Handicapped and developmentally disabled children aged birth to 2 years are offered interdisciplinary programming using the parent as primary teacher.

PROJECT ABSTRACT : Case manager, chosen from an educational team, conduct weekly home visits to help parents teach children the skills included in the IEP. The project assesses child progress every four months. Parent group meetings provide information about child development, management and advocacy. The project provides developmental day care for handicapped children and their siblings during parent meetings. The model is readily adaptable to center-based setting.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:

Skills Inventory for Parents: a system for taking inventory of parenting skills
Skills Inventory for Teachers: staff development needs of home-based teachers
Parent Group Curriculum
Teaching Activities for Parents: activities for parents of children aged birth to 2 years

(1980-82 TADS/WESTAR)

PROJECT TITLE : PROVIDENCE PROJECT

CONTACT PERSON : Shirley Joan Lemmen, Director 206/258-7312

PROJECT ADDRESS : P.O. Box 1067
Everett, WA 98206

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Developmentally delayed or at risk children aged birth to 35 months; if parents agree to participate.

PROJECT ABSTRACT : The project provides a comprehensive educational program for at-risk infants in a home- and center-based setting. The children and their parents attend weekly one-hour group sessions, and the staff provide individual therapy and training as needed. An interdisciplinary team structures a transdisciplinary, individually prescribed intervention program to facilitate the cognitive, language, motor and social-emotional development of the children. The project provides case management for each child and family. Project staff and support personnel function as consultants in addition to providing direct services to families.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

(1980-82 TADS/WESTAR)

PROJECT TITLE : NORTHWEST CENTER INFANT/TODDLER DEVELOPMENT PROGRAM

CONTACT PERSON : James McClure, Executive Director 206/285-9140

PROJECT ADDRESS : 1600 West Armory Way
Seattle, WA 98119

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Twenty-four handicapped children and 24 normally developing children from birth to 36 months and their parents. The handicapped population includes developmentally delayed children with mild to severe handicapping conditions.

PROJECT ABSTRACT : The project is both home-based and center-based. The in-center, full day program features developmentally integrated groupings of handicapped and normally developing children, eight children in each group. The home specialist makes initial contact in the home and assesses parent and child needs. From an evaluation of the individual needs of parent and child, the staff determine whether the center-based, home-based or a combination of both is most appropriate. Parents are involved in monthly evening parent meetings, classroom activities and parenting skills development sessions. A full-time specialist provides services in the homebound program and a half-time specialist focuses on in-center parents' needs and programs. Individualized programs are provided for developmentally disabled parents. Handicapped adults receive training in a Child Care Aide Training Curriculum to work as classroom aides, assisting teaching teams. In conjunction with other agencies, the project offers single-parent counseling groups at the center. The project also offers a parent lending bank of clothes, equipment and educational items.

PROJECT MATERIALS DEVELOPED FOR PARENTS USE: Notes and/or Newsletters, instructional materials and manuals; indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : THE MODEL PRESCHOOL PROJECT

CONTACT PERSON : Candy Baker, Director 509/456-7086

PROJECT ADDRESS : West 1025 Indiana
Spokane, WA 99205

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Serves 60 handicapped preschool children aged birth to 5 years. A variety of handicapping conditions are present which may include neurological impairments, gross motor handicaps, moderate to severe mental retardation, speech/language impairments and Down's syndrome.

PROJECT ABSTRACT : The educational program replicates the University of Washington's Model Preschool Center for Handicapped Children. Children receive instruction in the areas of cognitive/preacademic skills, gross and fine motor skills, general language skills, and social/self-help skills. They also receive support services as needed. In addition to the daily, 4-hour classroom program, the project conducts an infant learning program for parents and infants during a weekly 30- to 60-minute session. The program operates in three unique settings: public schools, a day care center, and a private school.

Parents are trained to supplement the implementation of the IEP by conducting home programs and to work in the classroom as aides. Parents serve as members of the advisory council, are encouraged to attend inservice presentations and are keep abreast of current happenings within their child's program site via a newsletter distributed approximately every other month.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Instructional materials indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : THE DEVELOPMENT OF ACTIVE DECISION MAKING BY PARENTS

CONTACT PERSON : Lisbeth Vincent and Jon Miller, Co-Directors
608/266-6152
608/263-5824

PROJECT ADDRESS : Special Education Services
545 West Dayton Street
Madison, WI 53702

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Parents of children aged birth to 6 years presently enrolled in the Early Childhood Special Education Program of the Madison Metropolitan School District.

PROJECT ABSTRACT : The Madison Metropolitan School District operates a zero-exclusion program serving all handicapped children in regular public school buildings where normal peer models are included in early childhood classrooms.

Parents are offered a menu of services from which they and staff can choose options that best fit the family and the child's needs. These include home visits, school visits and parent workshops. The project works with parents, teaching them to participate in the IEP process and planning for the child's out of school activities.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: The program's purpose is to provide for distribution through the Madison Metropolitan School District. The aims of the program's products are ongoing data collection by parents, utilization of non-school environments and written IEP goals developed by parents for out-of-school activities. The project proposes to develop a procedural manual for involving parents in planning for the transition of their child from an early childhood program into a traditional school program.

(1980-82 TADS/WESTAR)

PROJECT TITLE : THE PORTAGE PROJECT

CONTACT PERSON : David E. Shearer, Director 608/742-5342

PROJECT ADDRESS : 413 East Slifer Street
Box 564
Portage, WI 53901

PROGRAM TYPE : Handicapped Children's Early Education Program
Outreach Project

POPULATION SERVED : Parents of children in twenty-three local school districts in south-central Wisconsin.

PROJECT ABSTRACT : The Portage Project offers replication and demonstration site training, awareness workshops and materials, and conference presentations. In addition, the project provides technical assistance to home-based programs.

The project follows a precision teaching model which focuses on effective parent involvement to facilitate long-term early childhood intervention. The program provides a home teacher weekly to aid parents in assessing the child's present skills level in five developmental areas, in targeting emerging skills, in developing skills necessary to teach the child, in defining appropriate teaching techniques, and in evaluating the child's performance. Sixty sites are known to be using components of the demonstration model.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: A new aspect of the project is the Portage Parent Program, a systematic parent-training component to improve parental skills in the teaching and child-management domains. The component includes a Parental Behavior Inventory, Parent Readings, and an Instructors Manual. Also available is the Portage Guide to Early Education (Spanish and English)

(1980-82 TADS/WESTAR)

PROJECT TITLE : PROJECT WISP/OUTREACH

CONTACT PERSON : Janis A. Jelinek, Director 307/766-6145

PROJECT ADDRESS : P.O. Box 3224
University Station
Laramie, WY 82071

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Project

POPULATION SERVED : Handicapped infants and toddlers in Albany County, Wyoming, a significantly rural area, and their families.

PROJECT ABSTRACT : WISP provides a comprehensive school program using both center-based and home-based intervention. The basis intervention model is developmental-prescriptive.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:

Manuals:
- Parent Program Manual
- A Community Workshop Guide: A How To Approach To Infant Stimulation Workshops for the Community

Booklet:
- The Parent-Child Summer Book: Activities, Recipes and Things for Summer Fun For Moms, Dads and Kids

Bibliographies:
- Infants and Toddlers
- Resource Guide for Parents
- Bibliography of Recent Articles that Correlate With The General Early Education Development Program

(1980-82 TADS/WESTAR)

PROJECT TITLE : PROJECT J.E.S.H. (JOINING EFFORTS OF SCHOOL WITH HOME)
AMESBURY PUBLIC SCHOOLS

CONTACT PERSON : John DeSanctis, Director

PROJECT ADDRESS : Early Childhood Project
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE : Local Parent Group

POPULATION SERVED: Parents and teachers of children with handicaps, aged 3 to 5 years.

PROJECT ABSTRACT : This project consists of eight evening workshops for 20 parents and staff personnel with responsibilities of parenting and teaching three, four and five year old children with special needs. The workshops cover: methods of identifying special needs, becoming more informed of special problems and programs that address these concerns, types of approaches and methodologies used in dealing with problems and opportunities to implement the information according to individual needs. The ultimate goal is to unite school with home energies so that three, four and five year old special needs children will receive the most effective services possible.

PROJECT MATERIALS: Not indicated.
DEVELOPED FOR
PARENT USE

PROJECT TITLE: Extended Early Childhood Services Project for Military Families, Bourne Public Schools

CONTACT PERSON: John DeSanctis
Director, Early Childhood Project
Mass. Department of Education

PROJECT ADDRESS: 1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE: Local Parent Group

POPULATION SERVED: Parents of three and four year old children in the Bourne School District.

PROJECT ABSTRACT: The purpose of this project is to increase the number of three and four year old children served in this district and to substantially address the observed and defined significant needs of parent education in child development stimulation. The services will consist of home visits and training, parent training sessions, active loan program of child development materials, some school sessions and specialty consultations as needed.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : COMMUNITY OUTREACH EDUCATION - GREENFIELD PUBLIC SCHOOLS

CONTACT PERSON : John DeSantis, Director 617/770-7476

PROJECT ADDRESS : Early Childhood Project
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE : Local Parent Group

POPULATION SERVED: Parents of pre-school children with handicaps and area professionals.

PROJECT ABSTRACT : This project was to develop a brochure highlighting developmental milestones of preschoolers and descriptions of preschool special needs programs available through Greenfield Public Schools. Educational workshops were also part of this project. These workshops were to be given to area professionals and parents regarding developmental milestones and appropriate special needs referrals. A slide presentation was also included.

PROJECT MATERIALS: Not indicated.
DEVELOPED FOR
PARENT USE

PROJECT TITLE : PARENT EDUCATION - LENDING LIBRARY PROJECT
MOHAWK TRAIL REGIONAL SCHOOL DISTRICT

CONTACT PERSON : John DeSanctis, Director 617-770-7476

PROJECT ADDRESS : Early Childhood Project
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE : Local Parent Group

POPULATION SERVED: Parents and staff of pre-school and Head Start children with handicaps.

PROJECT ABSTRACT : Parents were to come together with consultants and project personnel one day a week for three hours to expand their knowledge in area expressed by the parent needs assessment (child care will be provided). The lending library will be a collection of educational toys, games, activities, materials and books assembled for parents to use in becoming involved with their children's education. Parents and children to be served are those provided services by the district's preschool, serving handicapped three, four and five year olds and the Head Start program.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : PARENT-PROFESSIONAL INFORMATION RESOURCE.
NATICK PUBLIC SCHOOLS

CONTACT PERSON : John DeSanctis, Director 617/770-7476

PROJECT ADDRESS : Early Childhood Project
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE : Local Parent Group

POPULATION SERVED: Parents of children aged 3 to 5 years with handicaps as well as school and community professionals.

PROJECT ABSTRACT : An information resource center provides services and activities for parents of three, four and five year old children with special needs, as well as for school and community professionals in order to better meet the needs of the child. This is provided through resource books, periodicals, films, Directory of School and Community Services, inservice workshops, consultants, guest lecturers, parent-professional discussion/support groups, quarterly newsletters and increased community involvement.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : PROJECT RESOURCE.
NORTH ATTLEBORO PUBLIC SCHOOLS

CONTACT PERSON : John DeSanctis 617-770-7476

PROJECT ADDRESS : Early Childhood Project
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE : Local Parent Group

POPULATION SERVED: Parents of children aged 3 to 5 years with handicaps

PROJECT ABSTRACT : A two-fold project for evening programs -
1) to create parent seed groups using the Systematic Training for Effective Parenting Program
2) to conduct Project Impact (an early childhood education program for parents of kindergarten aged children)
Both programs are designed to be self-sustaining bodies of ongoing support and information to parents of special needs children aged 3,4 and 5.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : COOPERATIVE PRESCHOOL PARENT -STAFF TRAINING
NORTHBRIDGE PUBLIC SCHOOLS

CONTACT PERSON : John DeSanctis, Director 617/770-7476

PROJECT ADDRESS : Early Childhood Project
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of preschool children with handicaps

PROJECT ABSTRACT : To provide for preschool parents of special needs children, training within the preschool day working with the teacher and children, emphasizing carryover to the home in areas of behavior management, language acquisition; development of cognition skills. Features include babysitting, lending library of home-use materials, parenting effectiveness materials.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : PARENT-TEACHER TRAINING AND COMMUNICATION PROGRAM - NORTH RIVER COLLABORATIVE

CONTACT PERSON : John De Sanctis , Director 617/770-7476

PROJECT ADDRESS : Early Childhood Project
Mass. Department of Education
1385 Hancock Street
Quincy, Ma. 02169

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents and teachers of pre-school children with handicaps.

PROJECT ABSTRACT : Project is designed to meet two basic needs; (1) to improve the skills of teachers and parents in the delivery of services to preschool special needs children, and (2) to enhance communication between the parents and teachers of these children. These goals were accomplished by a series of workshops provided to both parents and teachers which presented behavioral techniques to be used with children, and practical strategies for improving parent-teacher communication.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

TITLE : COORDINATED ASSESSMENT PLANNING SYSTEM

CONTACT PERSON : Staff of the Little Egypt Early Childhood Program 618/634-9568
1979 45-page book $25

PROJECT ADDRESS : Little Egypt Childhood Program
JAMP Diagnostic Center
Route 1
Karnek, IL 62956

ABSTRACT : CAPS assesses the educational needs of children from birth to age 5 in the major developmental areas. The system inincludes developmental assessment guidelines, procedures for task presentation, and IEP forms which may be copied of adapted for use in program planning and record keeping. To be used by parents with preschool children among others.

TITLE : THE FORTUNATE FEW

CONTACT PERSON : Mary Tom Riley and Alice H, Hayden (Consultants)
816/471-7800

1979 12-minute 16mm color film $165 plus $2.50 postage and handling

AVAILABLE FROM:
Calvin Communications, Inc.
1105 Truman Road
P.O. Box 15607
Kansas City, MO 64106

ABSTRACT : The film shows several successful preschool programs for handicapped children and their parents and demonstrates the kinds of gains made possible by such programs. It argues for their continuation and expansion to reach the many eligible children who are as yet unserved.

TITLE : FAMILY LINK AND THE FAMILY ALBUM

CONTACT PERSON : Mary Tom Riley and Anita Vestal 806/742-3296

1979 34 page stapled booklet no charge

PROJECT ADDRESS : Special Projects Division
P.O. Box 4170
Texas Tech University
Lubbock, Texas 79409

ABSTRACT : This booklet gives a brief overview of Project Family Link, a home-based program for birth through 4-year-old handicapped children. It also describes the use of the Family Album, a scrapebook provided to each family as a means of recording their project experiences. To be used by staff with parents and professionals interested in home-based programs.

EMOTIONAL DISTURBANCE

Books, Articles & Printed Materials

Baker, Bruce L.; and Others. SERIES FOR CHILDREN WITH SPECIAL NEEDS. Champaign: Research Press, 1976.

Intended for parents, the manual provides a general approach for changing a child's problem behaviors. In Chapter I on identifying a behavior problem, three types of behavior (those which interfere with learning, with skills already learned, and those which are disruptive to the family or harmful to the child) are discussed, and the context in which behavior takes place is diagrammed. Stressed in Chapter II are the importance of specifying behavior to be changed and keeping records. Examined in Chapter III are the antecedents and consequences which maintain a problem behavior and ways to change them (such as time out and removing the reward). The final chapter focuses on behaviors (which include self stimulation and fearful behavior) for which the consequences are not immediately clear. Examples and case studies are provided throughout the text which illustrates the behavior modification approach. Also included is a behavior chart for recording observations of behavior over a 5 - week period. (ERIC)

Blackham, G.J.; and Silberman, A. MODIFICATION OF CHILD AND ADOLESCENT BEHAVIOR, (2nd ed.). Belmont California: Wadsworth Publishing Co., Inc., 1975, pp. 7(5), 1-12.

Parents being trained in observational skills is suggested to help parents decrease personal bias when observing child-child and teacher-child interactions and as a result increase their awareness of the quality of their interactions with their children.

Bourcier, Marilyn; and Others. YOU ARE NOT ALONE: A PARENT DISCUSSION OF HYPERACTIVE CHILDREN AND THE GROUP PROCESS. Essexville-Hampton Public Schools, Michigan, 1974.

Intended for parents of hyperactive children, the two booklets provide general information on the management of hyperactivity and a summary of a videotaped parent discussion group. Sections are on the following topics: definition of hyperactivity, causes of hyperactivity, traits of hyperactive children, concerns and feelings of parents, behavior management, selected comments from the videotaped group discussion, and how to form a discussion group. Summarized in the second booklet are eight segments of the 30-minute videotape in which individual parents share their concerns. (ERIC)

Brehm, Sharon S. HELP FOR YOUR CHILD: A PARENT'S GUIDE TO MENTAL HEALTH SERVICES. Englewood Cliffs: Prentice-Hall International, 1978.

The author explains in layman's terms what services are available and how to make them work for you. Covered are conditions that stem from mental, emotional, and physical causes - from autism, mental retardation, and communication impairment to hyperactivity, bed-wtting, and drug related problems.

Brown, Gwen. "Parents in the Classroom". In Long, N.; Morse, W.C., and Newman, R. CONFLICT IN THE CLASSROOM (4th ed.), California: Wadsworth Pub., 1978.

The individual education plan and how parents can become effective partners in the education of their disturbed children is described. Emphasis is placed on developing skills through home programs implemented by parents. Outlined are topics such as "skills with which many parents need and want help" and "typical personal and social needs parents may have". Steps for developing viable parent involvement programs are included along with a listing of resource material that may be helpful to parents.

Burch, Claire. STRANGER IN THE FAMILY: A GUIDE TO LIVING WITH THE EMOTIONALLY DISTURBED. Indianapolis: Bobbs-Merrill Company, Inc., 1972.

Intended for families of an emotionally disturbed or mentally retarded child or adult, the book attempts to help families live more comfortably and effectively with an individual whose behavior disrupts interpersonal relationships. Noted is the trend away from institutionalization toward community treatment which often requires family support. Emotional disturbance is seen to share a continuum with normal adjustment. Acceptance of mental illness, oneself, and the need for hospitalization is stressed. Briefly described are different forms of treatment such as psychotherapy and somatotherapy. Considered separately are coping with the emotional problems of children and adults. Office treatment and hospitalization are seen to be survival tactics appropriate to different family and patient characteristics. Suggested are ways such as the use of contracts to live with theformer patient after he has been discharged from a hospital. Other alternatives to living at home such as halfway houses, residential centers, emergency hospitalization, and night and weekend hospitals are examined. Particular problems presented by addicts (such as the stages of withdrawal), alcoholics (such as marital difficulties), and the mentally retarded (such as the decision of whether to institutionalize) are examined. The lack of adequate psychiatric manpower is thought to require increased community and family involvement. Also offered are a glossary, a bibliography, and addresses of relevant organizations. (DB)

Critchley, Deane L. "Parent Participation in Milieu Treatment of Young Psychotic Children". AMERICAN JOURNAL OF ORTHOPSYCHIATRY, Vol. 51, No. 1, 1981, pp. 149-152.

Dealing with the programs and needs of psychotic children, this project attempted to involve parents in the child's program by giving them a more important role in program development. This project had an increase in staff-parent cooperation as a major goal. A staff worker was assigned to each parent to act as a liason and offer role modeling for the parent in handling their child. Initially there was resistance by both sides as the staff attempted to understand the parent's feeling of self blame and the parents attempted to accept the staff as co-workers. As trust began to develop, acknowledgement of errors and mutual understanding increased. Eventually parents began to enjoy freer interactions with their children and staff became convinced that working with parents is essential to a child's improvement.

Dinkmeyer D.; and Carlson, J. (Eds.) CONSULTING: FACILITATING HUMAN POTENTIAL AND CHANGE PROCESSES. Columbus, Ohio: Charles E. Merrill Publishing Co., 1973.

Assisting parents with problems is implemented through C Groups. They are composed of six to ten members plus a group leader. During the session the group leader gives a theoretical presentation and then encourages parents to present their practical problems related to the presentation. C Groups are named because of their componenets: consultation, clarification, confrontation, concern and caring, confidentiality and committment to change.

Dunlop, Clen; and Keogel, Robert. "Autistic Children in School". JOURNAL OF EXCEPTIONAL CHILDREN, Vol. 10, April, 1979.

Article gives a description of autism and deals with the question of the autist being educable. The statement that the continuity of programming between home and classroom may be critical to ensure greater and more long lasting gains in behavior management is made.

Edge, Denzil; and Others. "Motivating Children to Learn Through Parents' Training". BEHAVIORAL DISORDERS, Vol. 3, No. 1, 1977, pp. 39-45.

The article suggests that parents experience a large amount of literature on child rearing practices, along with radio and television. Parents can also gain advice from other parents and family members, yet the article questions the validity of this information. The reason for this abundance of information is the importance of the parent as a primary influence. They provide continuity and good transitions between home and school. Behavior analysis is considered the best technique to teach parents because it is easy to learn and carry out, many can be taught at one time, and behaviors are usually conducive to this approach. The system for training parents includes group and individual approaches with parents collecting data, and then applying reinforcement strategies.

Edlund, C.V. "Rewards at Home to Promote Desirable School Behavior". TEACHING EXCEPTIONAL CHILDREN, Vol. 3, 1971, pp. 120-128.

A program of having parents reward their child by special activities and verbal praise is suggested to promote more appropriate in-school behavior.

Fodor, Iris E. "The Parent as a Therapist". MENTAL HYGIENE, Vol. 57, No. 2, 1973, pp. 16-19.

This article describes a behavior modification program designed for parents that views the parents as potential teachers. Parents of emotionally disturbed children are taught to recognize the antecedent conditions and consequences of various undesirable and desirable behaviors. The parents record data and present reinforcement with their children. It is evident that the major changes involved in programs like this are the attitudes of the parents in that the parents felt they could discover methods to reach and help their children. These programs will benefit parents who wish to keep their children at home.

Furman, R.; and Katan, A. THE THERAPEUTIC NURSERY SCHOOL. New York: International University Press, 1969.

A description of an approach for working with emotionally disturbed preschool children utilizing the mother as therapist. This volume, which is one of the best sources available on the use of parents as therapist, gives explicit details on administrative policies, educational programs, techniques of working with the mother, and case reports. The book includes many useful appendices.

Gallagher, Patricia A. TEACHING STUDENTS WITH BEHAVIOR DISORDERS: TECHNIQUES FOR CLASSROOM INSTRUCTION. Denver: Love Publishing Co., 1979.

The book describes the structured approach, an educational intervention strategy for use in teaching behaviorally disordered students who are experiencing social and academic failures. Techniques of behavior modification are described and its use as a diagnostic tool is discussed, along with cautions in behavior modification. A basic behavior modification plan for intervention is presented. Communicating with the parents to establish cooperative home-school relationships to expand the "special" environment also is discussed.

Galloway, C.; and Galloway, K. PARENT GROUPS WITH A FOCUS ON PRECISE BEHAVIOR MANAGEMENT II. Nashville, Tennessee: Institute on Mental Retardation and Intellectual Development, Peabody College, 1970.

An explanation of procedures for setting up a parent group to instruct parents of retarded children to use the tools of precision teaching in dealing with behavior problems at home. The author examines: strategies for developing parent groups, instruction of parents in the methods of precision teaching; examples of parent projects; and the question "Why do some parents participate and others don't?" This material can be used as a basis for teaching parents how to record baseline data on their child's behavior, intervene, and see if the rate of the behavior changes.

Gardner, W.I. CHILDREN WITH LEARNING AND BEHAVIOR PROBLEMS: A MANAGEMENT APPROACH. Boston: Allyn & Bacon, Inc., 1974.

Joint home-school endeavors are more effective in meeting the needs of behavior-disordered children than school endeavors only. Gardner contends that school personnnel should assist the needs of parents in creating this kind of atmosphere.

Gerber, Gwendolyn. "Conflicts in Values and Attitudes Between Parents of Symptomatic and Normal Children". PSYCHOLOGICAL REPORTS, Vol. 38, 1976, pp. 91-98.

Conflicts between parents on their values and attitudes of acceptance or rejection toward their child were studied using the Allport-Vernon-Lindzey Study of Values Scale and a parents' questionnaire. Parents who had a male child, aged 8 to 13 years, participated in the research. Three groups of 10 mother-father pairs were formed, in which the child (a) was emotionally disturbed, (b) had a primary learning disorder, or (c) was normal. The hypothesis that parents of both groups of symptomatic children would have more value conflicts than parents of normal children was partially supported; parents of children with learning problems tended to be more conflicted than parents of normal and disturbed children. The hypothesis that parents of both groups of symptomatic children would be more discrepant in their acceptance or rejection of the child than parents of normal children was supported. Parents of children with learning problems had their greatest conflicts over values and acceptance-rejection of the child in areas more directly related to learning.

Glenwick, David; and Barocas, Ralph. "Training Impulsive Children in Verbal Self Control by Use of Natural Change Agents". JOURNAL OF SPECIAL EDUCATION, Vol. 13, No. 4, 1981.

Forty impulsive fifth and sixth graders participated in a project to help them become more reflective problem solvers. The study hypothesized that training parents and teachers in verbal self-regulation procedures would be more effective than training only children in such procedures. Training consisted of 8 sessions over four weeks. The children's cognitive and intellectual performance, academic achievement, classroom behavior and home behavior were dependent variable. The most consistent gains for the experimental groups were in academic improvement, especially reading. Only slight improvement occured in cognitive and intellectual abilities but participating parents perceived gains in home behavior.

Goldstein, S. TROUBLED CHILDREN/TROUBLED PARENTS: THE WAY OUT. New York: Atheneum, 1979.

A discussion of issues dealing with parents having children with problems.

Gordan, I.J. "Toward a Home-School Partnership Program". In I.J. Gordon and Breivogel (Eds.) BUILDING EFFECTIVE HOME-SCHOOL RELATIONSHIPS, Boston: Allyn & Bacon, Inc., 1976.

"The home visitor" is an essential ingredient to Gordan and Breivogel's model. A paraprofessional who works with parents under the supervision of the teacher, the home-visitor establishes initial and continuous intake from the home to the school. Functions of the home visitor include serving the parent as bridge builder from home to school, sharing and explaining information from school reports and assisting in finding suitable services in the community for the child.

Gordon, T. PARENT EFFECTIVENESS TRAINING. New York: Wyden Books, 1970.

Parents are trained to deal effectively with their children's negative behaviors through the use of vocal cues, behavior modification and body and facial expression.

Greenfeld, J. "A Place for Noah". PSYCHOLOGY TODAY, Vol. 11, March 1978, pp. 46-48.

Written by a father of an autistic boy, Noah, he tells of the daily lives of the family (including Noah's mother and brother) and the stress placed upon all of them - especially time constraints.

Guerney, B.J., Jr. (Ed). PSYCHOTHERAPEUTIC AGENTS: NEW ROLES FOR NON-PROFESSIONALS. New York: Holt, Rinehart and Winston, 1969.

Some interesting ideas are offered for using the paraprofessional (parents, etc.) as useful therapeutic agents. Parents are seen as being in the position to be the prime therapist for their children having emotional problems.

Halpern, Howard. A PARENT'S GUIDE TO CHILD PSYCHOTHERAPY. New York: Barnes and Co., 1966.

Presented in an overview of child psychotherapy developed as a guide for parents by a practicing therapist.

Hawkins, R.; Peterson, R.; Schweid, E.; and Bijou, S. "Behavior Therapy In the Home: Amelioration of Problem Parent-Child Relations with the Parent in a Therapeutic Role. JOURNAL OF EXPERIMENTAL CHILD PSYCHOLOGY, September, 1966, pp. 99-107.

A detailed case study description of the operant modification of a problematic mother-child relationship. This article contains an excellent description of the use of operant techniques in training parents to alter relationships with their children.

Hayes, Rosa P.; and Stevenson, M.G. TEACHING THE EMOTIONALLY DISTURBED/LEARNING DISABLED: A PRACTICAL GUIDE FOR TEACHERS, ADMINISTRATORS, AND PARENTS. Washington D.C.: Acropolis Books, Ltd., Vol. IV, 1980.

The final volume on teaching the emotionally disturbed/learning disabled child focuses on the requirements of P.L. 94-142, the Education for All Handicapped Children Act, regarding the individualized education program. The law is summarized and five important provisions are noted. A section on the IEP discusses essential components and responsibilities of members of the IEP committee and provides sample IEP forms. The final section addresses teacher/parent relations; emphasizes the importance of cooperation; gives examples of parent/teacher conference and communication forms; and lists resource books, multimedia programs, agencies, and at home games and activities for use by parents of ED/LD children.

Heuchert, D.; Morrisey, D.; and Jackson, S. "Trees: A five-Day Residential Alternative School for Emotionally Disturbed Adolescents." In Long, N.; Morse, W.; and Newman, R. CONFLICT IN THE CLASSROOM, (4th Ed.), 1980, pp. 195-200.

TREES (Therapeutic Residential Experiences for Emotional Stability) is an alternative school sponsored by Augusta County, Virginia, and jointly funded by federal (Title VI-B) and state (Vocational Education

Department) resources. The program is a response to meet the special needs of a group of primarily emotionally disturbed adolescents who were withdrawing or disrupting the regular education programs and failing to achieve their academic potential.

Howard, Judith S. "Systems Intervention and School Psychology". Presented at the International Colloquium in School Psychology, Jerusalem, Israel, 1980.

An ecological model derived from family systems theory and strategies borrowed from family therapy are effective substitutes for the medical model and clinical methods traditionally used by school psychologists to help children with academic or behavior problems. Behavior is an outgrowth of interpersonal processes in a particular system rather than the product of the child's intrapsychic processes, attitudes, physical defects, or history, The ecological model focuses on problem resolution in the school or classroom, behavioral changes are promoted through the restructuring of interpersonal transactions in the school environment. Deviant academic or social behavior in the classroom results from and is maintained by the system within the school, which assigns roles and defines behavioral expectations to preserve its own homeostasis. In the proposed model, sessions involving the child, teacher, administrator, and parents transform adversarial relationships into relationships marked by shared responsibility for mutually desired outcomes. School psychologists must abandon their traditional linear approach, which focuses on why behaviors occur, and adopt a systems approach that looks at the "what" and "when" of behavior during the conference session to increase their effectiveness in promoting system changes. (ERIC)

Howlin, P.; et al. "A Home-based Approach to the Treatment of Autistic Children". JOURNAL OF AUTISM AND CHILDHOOD SCHIZOPHRENIA 3 (October-December, 1973): 308-336.

A description of a treatment approach emphasizing the advantages of using parents as therapists and providing treatment at the home rather than the clinic. Stresses the need for assessment of the family as well as the child so that treatment may be individually adapted to the particular family circumstances.

Isaacs, Susan. TROUBLES OF CHILDREN AND PARENTS. New York: Schoken Books, 1973.

Written in the form of questions and answers, the book of advice for mothers and surrogate mothers was originally published in 1948 and stresses normal early child development and the reality and intensity of the normal and emotionally disturbed child's feelings. Relationships with parents, nurses, and children are considered by questions in areas such as training in politeness and the importance of father. Should children obey and should a 2-year old be smacked are

are among the questions answered about obedience, discipline, and punishment. Hysterical crying in an 8-year old is one of the problems dealt with in the area of self control and crying. Examples of tantrums and stubbornness discussed include an excitable 3-year old, and obstinate slowness in a 9-year old boy. Examined is the problem of shyness in terms of the fear of strangers, shyness at 2 years, and showing off after shyness has been overcome. A long chapter deals with the problem of jealousy in cases such as a 3-year old's attacks on a baby brother, jealously affecting sleep, and jealousy and nervous habits. The fear of imaginary biting animals, of strange places, of noises and of the dark are among the phobias and anxieties considered. The management of destructiveness and aggressiveness is focused on in accounts of sudden attacks on people, destruction of toys, and a 2-year old's cruelty to a dog. Other symptoms of difficulty briefly considered include nail-biting at 18 months, head-knocking, and thumb sucking. A final chapter offers suggestions for sex education. (ERIC)

Kelly, E.J. COMMONSENSE IN CHILD REARING: A SPECIAL EDUCATION APPROACH. Denver: Love Pub., 1971.

Kelly proposes a law and order approach to disciplining children who misbehave. Emphasized is the child's accountability for his behavior and the parent's duty to discipline the child. Among the punishments sanctioned and discussed are spanking, physical restraint, isolation, deprivation, withdrawal of privileges, grounding and restitution.

Kroll, Thomas; and Kearns, Timothy. "Academic Performance in the Classroom as a Function of a Parent Applied Home Management Program with Severely Emotionally Disturbed Children". JOURNAL OF THE COUNCIL FOR CHILDREN WITH BEHAVIORAL DISORDERS, Vol. 6, No. 1, November, 1980.

An analysis of specific individual measures of classroom academic performance as a function of a parent applied procedure for reducing self stimulating responses such as rocking, was conducted with 3 autistic and autistic-like male children. Results indicated that although there were a number of statistically differences in academic performance among and across the various experimentaly conditions, none of the differences could be directly associated with the home behaviorist intervention procedures applied by the parent.

Lundell, Kerth T. BEHAVIOR CONTRACTING KIT FOR TEACHER AND PARENTS. Linden, New Jersey: Remediation, Inc., 1972.

The kit contains both directions and samples for written contracts to be used by teachers and parents to manage students' academic and social behaviors in school and home. The contracting process, which avoids punishment and emphasizes student accountability, is described as an agreement between students and their parents or teachers which specifies goal and rewards. Rules direct parents and teachers to specify task requirements at the student's level of ability; to distinguish between criteria of time or success level to be achieved; and to establish rewards which involve positive consequences, with student choice buttressed by adult observation. Contracting steps offered as models are: student orientation to contract process; choice of task, criterion, and reward; contract writing; student performance of contract; and evaluation. As a complement to the contract process for students needing frequent rewards and adult attention, the author suggests a point system with a prescribed number of points for each small task. Provided are formats of individual and group contracts written for either academic or social behavior. Cooperation between home and school in rewarding contract compliance is said to be particularly helpful. Six contract forms may be removed as needed and/or reproduced. (ERIC)

Mason, R.L.J.; and Others. THE EMOTIONALLY TROUBLED CHILD: A GUIDE FOR PARENTS AND TEACHERS IN THE EARLY RECOGNITION OF MENTAL AND NERVOUS DISORDERS IN CHILDREN. Springfield: Charles C. Thomas, 1976.

Intended for parents and teachers, the text focuses on the identification and treatment of emotional problems in young children. Three chapters provide case illustrations on a continuum from the mildly troubled to the more seriously disturbed individual in three separate groups: preschool and primary grades, middle grades, and adolescence. Other chapters include such information as a checklist of symptoms to identify emotional disturbance from birth to 12th grade; resources available in most communities for the treatment of the emotionally disturbed; and basic rules regarding the creation of an environment, both at home and at school, which promotes good health. (ERIC)

Messer, M. "A Parent's Role". JOURNAL OF AUTISM AND CHILDHOOD SCHIZOPHRENIZ, Vol. 2, 1974.

The statement that parents and children both can benefir from the implementation of behavioral modification trainings is made.

Oliver, Betty. THE ABC'S OF HANGING ON WHILE RAISING A FAMILY WITH A DISTURBED CHILD. Westwego, LA: Flo-Bet Press, 1976.

Intended for parents of emotionally disturbed children, the volume provides guidelines for raising the child in the family. Considered are such topics as helpful reading material, alternatives and supplements to formal education, suggestions for provision of entertainment and physical activity, enjoyment of the child, communication methods, recreational activities for parents and children, and values clarification. The author cites examples from her experiences in raising a disturbed child. (ERIC)

Parks, A. Lee. BEHAVIOR DISORDERS: HELPING CHILDREN WITH BEHAVIORAL PROBLEMS. Austin: Lamor, 1976.

Using a cartoon format, the book presents some characteristics of behavior disordered children and theoretical approaches to why they exhibit these behaviors. Emphasis is on what teachers and parents can do to help the child with behavior problems. Behavior intervention techniques, such as applying consequences to behaviors, shaping behaviors, and measurement and graphing, are explained and applied. Examples in school and home settings are presented.

Patterson, G.R.; and Gullion, M.E. LIVING WITH CHILDREN: NEW METHODS FOR PARENTS AND TEACHERS. Champaign, Illinois: Research Press, 1968.

A detailed explanation of the manner in which the parent teaches the child and the child teaches the parent. The first section deals with how parents and children learn and it discusses reinforcers, accidental training and retraining. The second section deals with changing undesirable behavior, such as in a child who fights too often; in an overly active child; or in a dependent, frightened, or withdrawn child.

Patterson, G.R. FAMILIES: APPLICATIONS OF SOCIAL LEARNING TO FAMILY LIFE. Champaign, Ill.: Research Press, 1975.

A social learning theory approach to child raising and behavior management. Consistency between the home and school is stressed.

Reed, Jean W. "Re-ed School of Kentucky". JOURNAL OF COUNCIL OF CHILDREN WITH BEHAVIORAL DISORDERS, Vol. 3, No. 2, 1978.

Re-Ed is a residential program for emotionally disturbed children. It is a program dependent on a partnership with the parents re-educating their children. Family involvement on a systematic and regular basis enables the staff to work more effectively with the child, and to lend support to the parents as they learn new parenting skills. Re-Ed's staff believes that the parents who learn to use the basic skills in behavioral management and who are able to relate positively to their child are the ones who are successful. Behavior modification and punishment principles are relied on greatly.

Schopler, E.; and Reichler, R. "Parents as Cotherapists in Treatment of Psychotic Children". JOURNAL OF AUTISM AND CHILDHOOD SCHIZOPHRENIA, (January0March, 1971), 87-102.

A description of a treatment program for disturbed children in which parents are helped to function as change agents. Parents observe demonstrations of corrective approaches through a one-way screen. Parent

participation includes program sessions and research activities at home.

Scholpler, Eric; and Reichler, Robert. PSYCHOPATHOLOGY AND CHILD DEVELOPMENT. New York: Plenum Press, 1976.

A home training program funded by the National Institute of Mental Health in 1966 has proven to be highly effective in stimulating change and growth in the behavior of severely handicapped children. The major emphasis is on socializing the child and helping him become a self managing member of his family, working toward interaction with his peers and the community through a program that emphasizes self care, impulse control, language and socializing skills. By observing and participating in the training and educational techniques used by the teacher, and by regularly scheduled discussions with the teacher, program director, social worker and other parents, each mother learns to deal effectively as an educational aide with her child.

Shaw, Charles R. WHEN YOUR CHILD NEEDS HELP: A PSYCHOLOGIST LOOKS AT THE EMOTIONAL PROBLEMS OF CHILDREN. New York: William Morrow and Co., 1972.

Written for parents who know or suspect they have an emotionally disturbed child and for teachers, the book describes the major emotional disorders of children. It is intended to help parents understand how their child came to be as he is, and how much of his disorder is due either to hereditary makeup or life experience. Major disorders covered are childhood schizophrenia, brain damage, psychoneurosis, psychopathy, learning disabilities, personality disorder, and mental retardation. Symptoms of each are illustrated by a typical case history. Also explained are how the child feels, causes for the disturbance, the meaning behind the problem behavior, how diagnosis is made, treatment possibilities, and prognosis. A final section discusses kinds of treatment used for disturbed children, covering both psychotherapy and institutional treatment. Told is what therapy can accomplish, how long it takes, and the results the parents can expect.

Shea, T.M. TEACHING CHILDREN AND YOUTH WITH BEHAVIOR DISORDERS. Saint Louis: C.V. Mosby Co., 1978.

The Prescriptive Parent Programming Model is presented as a possible framework to assist efforts by education and mental health personnel to share with the parents in the development of the child. Overall emphasis is on positive humane behavior management techniques and child raising practices. Assessments of parents as well as the child are used as the basis for the prescribed program. Stated is that some parents will not be able to benefit their children through PPP interventions. The model includes three major steps; 1). assessment, including selection of goals and objectives; 2). selection and implementation of interventions; and 3). evaluation.

Simpson, Richard L.; and Edwards, Linda L. "Mainstreaming Behavior Disordered Students: A Perspective:. JOURNAL OF RESEARCH AND DEVELOPMENT IN EDUCATION, Vol. 13, No. 2, 1980, pp. 58-73.

Basic principles of mainstreaming are reviewed, as are procedures for mainstreaming emotionally disturbed students. Preliminary considerations; placement aspects; teacher, administrator, and school concerns; and pupil and parent considerations are noted. Challenges involved in dealing with the under-achieving emotionally disturbed student are explained to necessitate individualization of the student's academic work. Procedures for facilitating the student's social integration are described.

Spinelli, Lauren; and Barton, Karen. "Home Management Services for Families with Emotionally Disturbed Children". CHILD WELFARE, Vol. 59, January, 1980, pp. 43-52.

This article describes a program in which trained home management specialists worked directly with families to improve the home environment and reduce emotional strain on family members. The role of the home management specialist as coordinator of various special services is described. The authors state that the frequency of visits and 24 hour availability of these special social workers made it possible for many families to receive help that they might otherwise not accept. In addition the positive results achieved with the families, the authors also point out the amount of money that can be saved if the emotionally disturbed child can be serviced while living at home as opposed to residential placement.

Smith, Carl R. TRENDS IN PROGRAMMING FOR EMOTIONALLY DISTURBED AND CHRONICALLY DISRUPTIVE PUPILS. Iowa State Dept. of Public Instruction, Des Moines Iowa Perspective, P1-8, April, 1979.

The paper focuses on trends in the areas of emotional disabilities related to identification, programming considerations, and general delivery issues. An increase in the number of children identified as E.D. has effected the need for more programs and personnel for this group and on public awareness of the disability. Other trends are the use of observation as a means of identification and the use of educational rather than medical or psychiatric terminology. General delivery issues are explored in the following areas: parental and home involvement, the need to advocate for a continuum of program options, the severity of the way children are handled in school settings, and changes in institutional programs. (ERIC)

Sumit, C.; Nash, K.; and Meyers, J. "Parent Groups: A Therapeutic Tool". SOCIAL CASEWORK, Vol, 61, April 1980, pp. 215-222.

This article is based on information provided by the organizers of a support group for parents of autistic children. The goals of the support group are to educate and support parents so that they may assume greater control in managing and teaching their children. Parents who participated in the group reported that they felt more competent as teachers, and advocates for their child's welfare.

Susser, P. "Parents are Partners". THE EXCEPTIONAL PARENT, Vol. 4, No. 3, 1974, pp. 41-47.

Consistency between the home and school experience by a 24-hour a day follow-through from both parent and teacher. Lasting success in the child's development will remain if this partnership is established. Gardner maintains that professionals should make steps to create this bond.

Taylor, John F. THE HYPERACTIVE CHILD AND THE FAMILY: THE COMPLETE WHAT-TO-DO HANDBOOK. New York: Everest House, 1980.

The text presents guidelines for management of hyperactive children in the family. An introductory section discusses mental, physical, and emotional characteristics of hyperactive children and presents the Taylor Hyperactivity Screening Checklist. Treatment approaches are the focus of three chapters in Section 2 on counseling and medical treatment, nutrition management, and prescribed medication. The effects on family relationships are addressed in a third section with chapters on the child's self esteem, the parents' feelings toward the child, the child's effect on the marriage, the child's relationship with other children, and suggestions for rebuilding family harmony. The hyperactive child at school is considered in Section 4, with information about school resources and effective teaching approaches. The final section examines discipline and guidance considerations as well as the importance of the child's play and recreation. (ERIC)

Toker, Mary Lou. PILOT MODELS FOR MAINSTREAMING SECONDARY STUDENTS WHO ARE MILD TO MODERATE EMOTIONALLY DISTURBED: RESOURCE TEACHER MANUAL. Denver: Danver Love, Inc., 1978.

The resource teacher manual describes a program model for delivery of services, within the concept of mainstreaming. The section on supplementary services examines on-going observation-assessment techniques, a monitoring model and parent involvement procedures.

Turner, W.E. PROGRAMS FOR EDUCATIONALLY DEPRIVED CHILDREN. Kansas: Wichita Unified School District, 1975.

Various programs for educationally deprived children are discussed in this research paper. One of these programs is a pre-school program under Title I that emphasized language readiness skills, positive self concept, and physical coordination. There was a class for emotionally disturbed children where parent participation through home activities was greatly encouraged. This involved setting up a toy loan library which provided materials to reinforce school experiences. There were two parent educators who aided parents with the library and developed parent questionnaires. These educators made many home visits. The paper also describes another Title I program called the Parent Education Program. This program hired thirty-two parents as aides, who tutored and made visits to homes of TItle 2 participants. The aides also developed workshops to increase parent participation. This program developed communication between home and school and developed the parent-teacher relationship.

Williams, D.; and Jaffa, E. ICE CREAM, POKER CHIPS, AND VERY-GOODS: A BEHAVIOR MODIFICATION MANUAL FOR PARENTS. College Park, Maryland: The Maryland Book Exchange, 1971.

A manual to teach parents the basic concepts and language of behavior modification; to train parents in the practical application of these techniques with their own children; and to increase the frequency of the parents' use of these techniques within the home. The basic content of the manual is directly derived from the research literature on the functional analysis of behavior. It covers reinforcement, changing behavior, and maintaining change. (ERIC)

Wood, Frank (Ed). PERSPECTIVES FOR A NEW DECADE: EDUCATION'S RESPONSIBILITY FOR SERIOUSLY DISTURBED AND BEHAVIORALLY DISORDERED CHILDREN AND YOUTH: SELECTED PAPERS BASED ON PRESENTATIONS FROM THE NATIONAL TOPICAL CONFERENCE ON THE SERIOUSLY EMOTIONALLY DISTURBED. Minneapolis, Minnesota, August 13-15, 1981.

Included is directive/process consultation with parents of behaviorally disordered adolescents and how it affects the growth and development of the disordered youth. (ERIC)

Wood, M.M. SERVICES TO PARENTS. In M.M. Wood (Ed). DEVELOPMENTAL THEORY: A TEXTBOOK FOR TEACHERS AS THERAPISTS FOR EMOTIONALLY DISTURBED YOUNG CHILDREN. Baltimore, Md.: University Park Press, 1975.

Parents being used as support teachers for professionals is suggested to make a child function to his highest potential. Parents are responsible for facilitative activities including instruction under supervision. A developmental framework is used.

Programs, Organizations, Products and Additional Resources

PROJECT TITLE : EARLY CHILDHOOD PSYCHO-EDUCATIONAL INTERVENTION PROGRAM

CONTACT PERSON : Robert Suerken, Director 203/579-6184

PROJECT ADDRESS : 1635 Central Avenue
Bridgeport, CT. 06610

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Fourteen emotionally disturbed/behavior-disordered children, aged 2 to 6 years who demonstrate moderate developmental deficits in the affective, social and behavioral domains, and their parents.

PROJECT ABSTRACT : A nursery program accommodates seven 2-to4 year-olds, and a prekindergarten class serves seven 4-to-6-year olds. The philosophy of the project is family-centered. Family Therapy and education facilitate the development of effective parenting skills. Parents observe their children in the project and volunteer in the classrooms.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not specifically indicated. However, materials on behavior management and affective education techniques are available. (1980-82 TADS/WESTAR)

PROJECT TITLE : SCHOOL MENTAL HEALTH COOPERATIVE FOR SERIOUSLY EMOTIONALLY DISTURBED: TOPS Program (Teaching, Outreach, Prevention School/Community Cooperation

CONTACT PERSON : Ms. Arline Loewenstein 305/255-1215

PROJECT ADDRESS : TOPS Program
Howard Drive Elementary School
7750 S.W. 136th Street
Miami, FL. 33156

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Children aged 6-12 years, who are seriously emotionally disturbed, and whose handicapping conditions are mild to profound, and their parents, from one school district.

PROJECT ABSTRACT : This program focuses on multiple needs of emotionally handicapped elementary aged students and their teachers and parents, through the development of a full services model. Major components include: 1) diagnostic and engineered classrooms in the project school, offering comprehensive educational, psychological, and behavioral evaluation and diagnosis; 2) development, implementation, and monitoring of individually prescribed educational and mental health treatment plans; 3) weekly training and parent support.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE

Manual Training Guide and Slide Presentation - Setting Up an Emotionally Handicapped Model Program

Manual - Parent Support, Group Training Manual (1980-82 PDAS)

PROJECT TITLE : RUTLAND CENTER DEVELOPMENTAL THERAPY MODEL OUTREACH PROJECT

CONTACT PERSON : Karen R. Davis, Director 404/542-6076

PROJECT ADDRESS : 125 Minor Street
Athens, GA. 30606

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Project

POPULATION SERVED: Children aged 2 to 8 years who are seriously emotionally disturbed or have other handicaps, and their parents and teachers.

PROJECT ABSTRACT: Description of Demonstration Model

Developmental Therapy is a psychoeducational curriculum for teaching young children with severe emotional and behavioral disorders. The approach has particular pertinence to children between the ages of 2 and 8 years and is applicable to children of varying ethnic and socioeconomic groups.

Major Outreach Services

The project assists in program planning and design and staff development, including identification and referral process, intake and diagnostics, developmental therapy curriculum, school liaison, parent services and staff evaluation.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE Textbooks, films, videotapes, and brochures that are presumably appropriate for parents - indicated but not specifically named. (1980-82 TADS/WESTAR)

PROJECT TITLE : OPEN HOUSE

CONTACT PERSON : Frederica Bettinger, Director 401/274-7100

PROJECT ADDRESS : 160 Broad Street
Providence, R.I. 02903

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Children aged birth to 5 years who risk developing emotional and/or behavioral handicaps, and their parents.

PROJECT ABSTRACT:

The project conducts home- and center-based individualized activities for parents and children together. These activities include infant stimulation groups, toddler play groups and transition groups for children entering preschool programs. The project provides individualized home teaching activities for parents and children together, parent support groups and parent activity groups.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated. (1980-82 TADS/WESTAR)

PROJECT TITLE : PROJECT SEED: A STRUCTURED ENVIRONMENT FOR THE EMOTIONALLY DISTURBED

CONTACT PERSON : Martha Martin 214/824-1620

PROJECT ADDRESS : Dallas Independent School District
Special Education
3700 Ross Avenue
Dallas, Texas 75204

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Children and youth aged 3 to 21 years, who are severely emotionally disturbed.

PROJECT ABSTRACT : The Structured Environment for Emotionally Disturbed Students Program has established a model program which incorporates a number of service features, including structured environments, counseling intervention programming continuity, parent involvement, and reintegration of students in less restrictive environments. The components of the structured environment include behavioral management strategies, curriculum interventions, parent involvement, and group and individual counseling support.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE

Brochure - Project Seed: Sturctural Guidance for the Emotionally Disturbed

Manual - Project Seed Parent Handbook

Other products not indicated. (1980-82 PDAS)

PROJECT TITLE: Project PISCES: Career Education Curriculum and Work Experience for Secondary Emotionally Disturbed/Learning Disabled Students

CONTACT PERSON: Thomas S. Simek

PROJECT ADDRESS: Montgomery County Intermediate Unit 23
Blue Bell, PA

PROGRAM TYPE: Bureau of Elementary and Secondary Education

POPULATION SERVED: Emotionally disturbed and learning disabled students in Montgomery County.

PROJECT ABSTRACT: Project PISCES combines curriculum and work experience components to meet the vocational education needs of the students served. Core elements include a curriculum which focuses on self awareness, career awareness, decision making, education skills, a community resource guide, and a monitored supportive career-oriented work study program.

Inservice training for teachers, administrators, employers and parents is stressed.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE: Public School and Community Mental Health Interagency Cooperation for Treatment of the Child with Special Educational Needs

CONTACT PERSONS: William Barr, Christine DelFava

PROJECT ADDRESS:
Child Study and Guidance Clinic
Pierce County Health Department
Tacoma, Washington

PROGRAM TYPE: Local Parent Group

POPULATION SERVED: Emotionally disturbed children and their families.

PROJECT ABSTRACT: The paper on this project describes combined public education and community mental health services in a preschool educational day treatment program. The Developmental Therapy model on which the Tacoma, Washington program is based is described as using five normal developmental stages to facilitate treatment which stresses and defines the staff functions of both public school and mental health agencies. Responsibilities of the children's mental health specialist, educator, psychologist, team coordinator, psychiatrist, communication disorder specialist, occupational therapist, and community health nurse are listed. The funding base provides for treatment for children who qualify for public assistance and charges other children on a sliding fee scale. The combined yet separately identifiable education and mental health goals make up the individualized educational/treatment program. Also considered are a 7-step referral and assessment process, as well as services to families (including biweekly home visits and parent participation in the classroom).

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

GENERAL

Books, Articles & Printed Materials

Adair, T and Eckstein, E. PARENTS AND THE DAY CARE CENTER. New York: Federation of Protestant Welfare Agencies, 1969.

Parent participation is discussed in terms of parents as "actual and potential assets, capable of helping the center toward a mutual widening of horizons." Attention is given to developing a parent-group profile, a community profile, and channels of communication for more accurate assessment of parental needs for involvement. The last pages are devoted to evaluation questions. (TPTT)

Adams, Diane. PARENT INVOLVEMENT: PARENT DEVELOPMENT. California: Center for Study of Parent Involvement, 1976. (Edrs No. ED 186-511) (ERIC)

Ahr, A. and Simons, B. PARENT HANDBOOK: DEVELOPING YOUR CHILD'S SKILLS AND ABILITIES AT HOME. Illinois: Priority Innovations, Inc., 1968.

A guide for parents who wish to influence their child's behavior so that the child is prepared for school entry. The book contains ideas and activities for working with children in the following areas: comprehension, developing the senses, language, concepts, motor coordination, auditory discrimination, and visual memory. (TPTT)

Allegan, James W. "A Guide for Parents of Handicapped Children." REHABILITATION LITERATURE, November, 1969.

This article provides some basic general suggestions in response to questions parents often ask.

Ayrault, Evelyn. GROWING UP HANDICAPPED. A GUIDE FOR PARENTS AND PROFESSIONALS TO HELPING THE EXCEPTIONAL CHILD. New York: Seabury Press, 1977.

A physically handicapped clinical psychologist reviews for parents and professionals the problems faced by handicapped children. The book focuses on the following aspects (subtopics in parentheses): parent reactions to a handicapped child, family relations, self image, behavior (including temper tantrums and toilet training), discipline, problems of the teenager (sex and reluctance to grow up), adulthood (vocational preparation and marriage), learning disabilities, fear, psychological evaluation, school for the younger child, therapeutic value of play and the rehabilitation team (physical and occupational therapy). Ten case histories of handicapped children (3 months to 16 years old) comprise the final chapter. Among 13 appendixes are directories of federal and state agencies serving the handicapped. (ERIC)

Barnes, R. "Bridging a Thirty-Mile Gap." SPFCIAL EDUCATION: FORWARD TRENDS, Vol. 6, No. 4, December 1979, pp. 21-22.

The head of a residential school suggests some methods for involving parents in educational therapy. Among suggestions are that parents and teachers avoid mutual criticism, that daily contact be made with parents, that such incentives as inviting special guests be used to encourage parents to attend meetings, and that teachers offer parents progress reports on their children which do not emphasize failures. (ERIC)

Barsch, Ray H. THE PARENT OF THE HANDICAPPED CHILD. Illinois: Charles C. Thomas, 1968.

This book is an observation of the dynamics of child rearing, especially concerning the parents of handicapped children. The process of parenthood is compared to the scientific laboratory where trial and error predominates and parents formulate hypotheses that later form into consistent actions. Thus the author discusses the development of parental attitudes and patterns of behavior by discussing the relationship and communication that five parents experience with their children. Many aspects of social behavior are discussed in terms of these five studies and their results. The differing child rearing practices are surveyed and not criticized, where common and differing behaviors are pointed out.

Becher, Barbara J. RESOURCE DIRECTORY FOR PARENTS OF EXCEPTIONAL CHILDREN. Connecticut: Capitol Region Education Council, 1976.

The resource directory is part of the "Parenting and the Exceptional Child" project and contains names and addresses of programs, agencies, and services for handicapped children and their families in Connecticut and the nation. Resources are organized according to the following categories: services provided by the state of Connecticut, approved special education programs in Connecticut, boards of education in the Capitol Region Educational Council (CREC), programs offered by CREC, additional agencies providing services for exceptional children, regional educational service centers, recreation programs, religious programs, associations and organizations for parents, guidance for families, legal services for families and names of members of the CREC parent advisory committee. Also listed are suggested books and periodicals for parents and books and periodicals of special interest to parent trainers. (ERIC)

Becker, W. PARENTS ARE TEACHERS. Illinois: Research Press Company, 1971.

An instructional book on the systematic use of consequences (reinforcers) to teach children in positive ways. The book, which is intended to help parents learn to be more effective teachers, is also useful for staff development and in-service training in behavior management techniques. Ten units with exercises and projects, as well as forms on which to keep records of the target behavior, are included. (TPTT)

Berger, E.H. PARENTS AS PARTNERS IN EDUCATION: THE SCHOOL AND HOME WORKING TOGETHER. Missouri: C.V. Mosby Co., 1981.

The author, the director of a parent education and preschool center, discusses the importance of home-school relationships in the education of handicapped and non handicapped children. Eleven chapters address the following topics (sample subtopics in parentheses): the need for parent involvement (the concerning intellectual development); historical overview of family life and parent involvement (growth of the parent education--kindergarten movement); the parent community (parent-school-community relations, working parents); effective home-school-community relationships (school climate and parental attitudes, communication with parents, parent-teacher conferences); parent education and leadership training (needs assessment, objectives, group discussions); school based programs (descriptions of several successful programs, parent education for teenagers); home based programs (federal programs, staff training, family recruitment, descriptions of four successful programs); involvement of parents of handicapped children (development of the individualized education program, special problems of parents, parent role as tutors and volunteers); the abused child (behavioral and attitudinal traits of parents and children, teacher's role, prevention); rights and responsibilities (child advocacy, open record policy); and resources for home and school programs (books on child rearing, commercial resources, films). (ERIC)

Blackhurst, E.; and Berdine, W. AN INTRODUCTION TO SPECIAL EDUCATION. Boston: Little, Brown, and Company, 1981.

This text contains an excellent chapter on the role of parents as well as an overview of exceptional children. Information for parents includes: family members, parent programs and legal responsibilities.

Brim, O.G. EDUCATION FOR CHILD REARING. New York: Free Press, 1959.

A discussion of all aspects of parent education: nature of parent education; influence of parent on child; cause of parent behavior; aims and clientele of parent education; content; methods; training; and evaluation. This book is most applicable to large-scale parent-education programs. (TPTT)

Brown, Sara and Moersch, M. (Eds) PARENTS ON THE TEAM. Ann Arbor: University of Michigan Press, 1978.

This book list three major goals regarding parent activities in education including developing parent participation in existing programs, displaying advocacy roles for parents and emphasizing the continuous work of being a parent. This source develops the reasons behind the rise of parents as factors in education such as research interest in mother-child attachment, and specific needs of parents. The book is a series of articles that show how certain parents became involved in their situation and what they did to help themselves and their child. Parents are concerned, effective treatment givers, in need of support, and advocates of legislation who need to be taken account of and integrated into the educational program. In one article, the establishment of routines are said to be needed for family to assist the handicapped child. This book also approaches the problem and advantages of whole family relationships and the situation of the elderly handicapped.

Bryant, J. "Parent-Child Relationships: Their Effect on Rehabilitation." JOURNAL OF LEARNING DISABILITIES, Vol. 4, June-July 1971, pp. 325-329.

An exploration of three basic types of relationships of parents in regard to their children and their disorders: those who accept, those who reject, and those who compensate. The discussion, which revolves around the way compensation impedes rehabilitation, includes recommendations on counseling of parents of handicapped children. (TPTT)

Buscaglia, L. (Ed) THE DISABLED AND THEIR PARENTS: A COUNSELING CHALLENGE. Therofare, N.J.: Charles B. Slack, Inc., 1975.

A host of good articles dealing with counseling techniques appropriate for use by parents and professionals working with the disabled.

Cass, James. "Help for the Exceptional Parent." SATURDAY REVIEW, Vol. 54, 1971, pp. 39.

The article identifies the fact that even though the early seventies brought attention to exceptional children the parents have been ignored. The magazine, The Exceptional Parent, is identified as an attempt to provide understanding, professional aid, and practical guidance for these parents. The magazine was created by three doctors from the University of Massachusetts at Boston.

Clasby, M. TOGETHER: SCHOOLS AND COMMUNITIES. Boston: Institute for Responsibe Education, 1975.

A report of the Massachusetts Advisory Council on Education, this handbook is written for parents, administrators, community residents, teachers and students. It provides guidelines for improving tasks for any action cycle, and a resource directory of agencies and publications.

Cleland, C. and Swartz, J. EXCEPTIONALITIES THROUGH THE LIFE SPAN. New York: Macmillan Publishing Co., 1982.

The text includes such topics as traditional exceptionalities, problems through the lifespan and assessment of exceptionalities. A chapter on parent consideration includes: complaints of parents against professional, professional complaints against parents, and minimizing conflict and improving communication.

Cohen, W. THE PARENT-TEACHER CONFERENCE AS A COLLABORATIVE EFFORT. Pennsylvania: Devereux Foundation, 1966.

Mutual concern for the child's educational planning may be overlooked if conferences are held in an atmosphere of either parent or teacher anxiety, mistrust, or misgiving. Possible

reasons for this anxiety are given with consequences on behavior examined. The ideal conference is felt to be a cooperative effort focused on the child, his problems, and how teachers and parents may be more effective in their separate roles. Directed toward defining what each can do to contribute to the child's growth the collaborative relationship can be seen as developing in the following four stages: mutual agreement that a sufficiently big problem exists to warrant collaboration; acquiring and bringing together sufficient information for mutual understanding of the child; assessment of the implications and the material and knowledge; and translation of understanding and implications into planned steps for the child. Each of the stages is elaborated through discussion and illustrations. Several precautions are considered with suggestions that the conference should be non-supervisory, non-counseling, non-judgemental, and non-evaluative of school policies. It should be a voluntary, noncoercive relationship where each participant seeks to redefine his role with the child. Numerous brief examples are included. (ERIC)

Comer, James P.; and Schraft, Carol M. A SOCIAL SKILLS CURRICULUM FOR INNER CITY CHILDREN: PROGRESS REPORT, 1977-78. Rockville, Md: National Inst. of Mental Health (DHEW), 1978.

The impact of this project implementation at two New Haven, Connecticut elementary schools is assessed along four dimensions: (1) school climate; (2) student attitudes and academic achievement; (3) impact on staff; and (4) impact on parents. School climate is measured by student and staff attendance, suspensions, incidence and management of behavioral crisis, referrals for special evaluation, and the process of school governance. Student attitudes are assessed by the happy faces inventory and the intellectual achievement responsibility inventory. Academic achievement is measured by the Metropolitan Achievement Test. The impact of the program on school staff is assessed by attitude questionnaires and evaluations of classroom social skills projects. Parent participation is assessed at each of three levels: (1) parent participation in general school functions; (2) parent involvement in a stipend program; and (3) parent participation in school governance. Progress summaries for each school are presented A report on a special kindergarten project, a summary of the model's mainstreaming program, and a report by an outside evaluator are included. (ERIC)

Cope, C.; and Anderson, E. "Special Units in Ordinary Schools: An Exploratory Study of Special Provision for Disabled Children." STUDIES IN EDUCATION. England: Institute of Education, 1977.

DeGroot, Jane (Ed). EDUCATION FOR ALL PEOPLE: A GRASSROOTS PRIMER. Virginia: ERIC Document Reproduction Service, 1979.

The book, designed for parents, citizens and organizations who want to improve public schools, emphasizes how and where to get information and what kinds of information grassroots groups need if they are to be effective. The following nine topics (with sample subtopics in parentheses) are explored: (1) public schools (finance, decision making, advisory councils, and parent or voluntary organizations); (2) legal rights of parents and students (due process and enforcing and establishing rights); (3) special education (federal programs); (4) bilingual education (rationale and laws); (5) food, health, and safety in the schools (headstart, screening, and bus transportation); (6) school desegregation (effects and sources of assistance); (7) evaluation of a school; (8) helping a child at home (dealing with learning disabilities); and (9) obtaining funds (government grants, foundation funds, and corporate support). Each chapter recommends specific publications and places to get further help. Following the nine main chapters are sections on federal programs, such as follow through and promotion of the arts in education; a list of minority news media; and a listing of topics of special interest such as collective bargaining and mainstreaming. Lists of hotlines for families in crisis, samples of letters to principals, school boards, and other officials; and other tips for concerned citizens are provided. A directory of national organizations describes each organization, its services, and clients. (ERIC)

Donahue, M. PARENT DISCUSSION MANUAL. Iowa: Marshall-Powenshiek Joint County School System, 1973.

A professional guide to a parent education course for mental stimulation of handicapped children. The manual is organized on the basis of the topics of twelve sessions: orientation, responsive program, toys as learning tools, creativity, self-concept, discipline, behavior modification I and II, language, sensory motor development I and II, and open session. (TPTT)

Ducan, E. "A Sense of Hope." HUMAN BEHAVIOR, Vol. 7, No. 5, May 1978, pp. 43-48.

FAMILY/SCHOOL RELATIONSHIPS: AN ERIC ABSTRACT BIBLIOGRAPHY. Urbana, Illinois: University of Illinois, ERIC Clearinghouse on Early Childhood Education, 1978. (EDRS No. ED 162 718)

Featherstone, Helen. A DIFFERENCE IN THE FAMILY. New York: Penguin Books, 1981.

This book describes the process of learning to live with a "difference in the family" - the initial feelings of fear, anger, loneliness, and guilt; the strain that is put upon a marriage and the relationship with non-disabled children the role of professionals in helping both the child and the parents; and the family's recovery as it learns to balance normal needs against special ones.

Fredericks, H.D. and others. TOILET TRAINING THE HANDICAPPED CHILD. MONMOUTH: Instructional Development Corp., 1975.

A program for parents to toilet train their handicapped child is described in terms of seven basic steps; establishing a baseline record of the child's urination and defecation behavior, deciding on best times to conduct training based on baseline information, selecting reinforcers, conducting training based on behavior modification principles, maintaining performance records, expanding training to other time periods, and helping the child to express toilet needs. A final section suggests answers to special problem situations. (ERIC)

Gearheart, B.R. (Ed). SPECIAL EDUCATION FOR THE 80's. St. Louis: C.V. Mosby Co., 1980.

This text gives an overview of the exceptional child and important information for parents such as: legal and financial framework for students, placement, and rehabilitation and other programs and resources for the handicapped.

Gilkerson, E. TEACHER-CHILD-PARENT RELATIONSHIP. New York: Early Childhood Education Council of New York, 1972.

An in-depth discussion of what is involved in mutual cooperation between teacher and parent as they focus upon the child. This booklet offers much practical advice, emphasizing the facilitation of joint, relaxed discussions of concrete situations and questions. (TPTT)

Gorin, S. and others. OVERCOMING COMMUNICATION BARRIERS: A COOPERATIVE ACTION PLANNING WORKSHOPS FOR PARENTS AND EDUCATORS OF EXCEPTIONAL CHILDREN. Virginia: ERIC Clearinghouse, 1981.

Instructions are given for conducting a workshop to enhance communication between parents of exceptional children and educators. Ten activities, designed for a day long workshop, are broken down in terms of time, description, purpose, setting, materials, and methods. Among suggestions are activities to identify and prioritize areas of common concern, discuss development of action plans, and formulate action plans. (ERIC)

GUIDE TO RESOURCES FOR PARENTS OF THE HANDICAPPED CHILD. Washington D.C.: Bureau of Education for the Handicapped Child, 1975.

Intended for parents of handicapped children, the guide is designed to provide information on obtaining guidance and training for individuals served by the Northeast Area Learning Resource Center. Listed are the names and addresses of six national and 54 state organizations in Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Rhode Island, and Vermont serving the handicapped. A bibliography of 80 materials is presented on the following topics: general, neurologically impaired, learning disabled and perceptually autistic. Also provided are a list of directories of facilities for special needs children, a bibliography of books about and for handicapped children, a description of various parent training courses and workshops, a paper outlining educational activities, and a list of places to look for further help. Appended is a list of the abbreviations used in the guide to designate various handicaps and organizations, and enclosed is a user feedback form. (ERIC)

Haring, N.G. EXCEPTIONAL CHILDREN AND YOUTH. Ohio: Charles E. Merrill, 1982.

This text gives an overview of communication disorders, mental retardation, severe handicaps, learning disabilities, behavior disorders, hearing and visual impairments, and physical and multiple handicaps. Specific information for parents include: advocacy, education and training, legal rights, and parent volunteers.

Howard, William L. and others. WORKING WITH PARENTS OF HANDICAPPED CHILDREN. Columbus Ohio: Charles E. Merrill, 1979. (ERIC NO. EC 114 101)

Heisler, Verda. A HANDICAPPED CHILD IN THE FAMILY. New York:
Grune and Stratton, 1972.

This book is meant to give the parent of the handicapped child a greater perspective of their situation so they may better meet the child's needs and live their own lives contently. The book focuses on the psychological adjustment of the parents and what psychotherapy can do for them. The therapy relies on helping the parent in overall functioning and digging into the deepest feelings that parents of handicapped children experience. By learning about the experiences of other parents, applications to one's own problems can be developed and parents can see that there is no clear cut plan to raising a handicapped child. The book presents the incidents in group therapy meetings that show parents reaching into their unconscious to discover their feelings about their situation and what can be done to come to terms with the feelings. Thus negative feelings have a catharsis and they will not effect the child. Many examples of parent child relationships are displayed to show the delicate balance and difficulty in these relationships.

Hofmeister, A. THE PARENT IS A TEACHER. Utah: Utah State University, 1977.

This paper advocates parent participation in the direct instruction of their children, and briefly summarizes research on developing and validating a technology for effective parent involvement conducted at the Utah State University Exceptional Child Center. The research involved interactions with more than 600 families and explored a variety of intervention vehicles and instruction procedures aimed at providing the parent with skills to facilitate the development of social, academic and self-care behavior in their children. Some studies dealt with seriously handicapped children and others with children who had relatively minor deficiencies in basic academic skills. A brief review of techniques used to support parents' instructional efforts includes studies involving: (1) parents as supporters of school instruction; (2) parents as home tutors; and (3) the development and validation of a service delivery model (Project TELEPAC) for severely and multiple handicapped homebound children in remote rural areas. Descriptions of parent priorities and interests pertaining to the programs, school role and teacher reactions, reactions of school administrators to parent involvement, and suggestions on designing parent programs are included. Parent packages developed by Utah State University and suggestions on how to identify areas for parent involvement are listed. (ERIC)

JOURNAL OF RESEARCH AND DEVELOPMENT IN EDUCATION: PARENT INVOLVEMENT. Winter, 1975.

Entire issues on aspects of parent involvement. Contributions include an overview by Patricia Adkins and David Lillie, several program descriptions ranging from language intervention to behavior modification, and a very pertinent cautionary article by Bernard Farber and Michael Lewis, entitled "The Symbolic Use of Parents," which questions the nature and purposes of the increase in parent programs. (TPTT)

Kappelman, Murray. "Between Parent and School." THE EXCEPTIONAL PARENT, Vol. 7, No. 4, August 1977, pp. 15-17.

Karnes, M.B.; Franke, B. FAMILY INVOLVEMENT. Illinois: Institute for Child Behavior and Development, 1978.

The principles and procedural guidelines of the "Precise Early Education for Children with Handicaps" (PEECH) family involvement program are described in this training manual for teachers and parents of preschool handicapped children. Principles of the PEECH approach for involving families in teaching skills to their children are grouped as positive, flexible, or individualized tenets. To clarify the direction of the individual family program, a Family Involvement Planning Guide is included which offers goals and related skills and (2) to help family members become better teachers of their children. Also included are: sample newsletters, a resource bibliography for parents and staff, a list of books for children, a list of cassette tape topics about children for parents, instructions on tape script writing, a list of teaching methods for presenting lessions, and samples of procedures and forms that can be used for planning and documenting contacts and obtaining feedback on the effectiveness and usefulness of the activities in which family members have been involved. (ERIC)

Karnes, M.B. and Zehrbach, R.R. "Flexibility in Getting Parents Involved in the School." TEACHING EXCEPTIONAL CHILDREN. Vol. 5, No. 1, 1972, pp. 1-19.

The Family Involvement Process Model is a beginning effort more than a fully developed model for productive parent-professional partnership in cooperation, home school decisions. A positive attitude from the practitioner is used to help the parents with the decision making process in their child's educational process. Viable alternatives are given by the practitioner during the decision making process. Assessment, specific goals and objectives are stated. A program with a liason worker or a specifically outlined home program is utilized by the parent to insure a consistent education is provided for the child.

Klein, C. "Coping Patterns of Parents of Deaf-Blind Children". AMERICAN ANNULS OF THE DEAF, Vol. 122, No. 3, June 1977.

SEE Visually Impaired.

Kratoville, B.L. WHAT PARENTS FEEL. New Jersey: Charles B. Slack, Inc., 1975.

Described are parents needs for sensitive, practical assistance in the conduct of their roles as prime therapists for their children. Noted is the lack of meaningful assistance and understanding of parent's problems by professionals.

Kroth, R.L. "Facilitating Educational Process By Improving Parent Conferences" FOCUS ON EXCEPTIONAL CHILDREN. Vol. 4, No. 7, 1976, pp. 1-10.

Problem solving conferences with parents are recommended. Group or individual conferences can be used. Parents are trained to 1) recognize problems and then clarify them 2) develop an intervention for implementation and evaluate the effectiveness of the intervention.

Kroth, R. "Parents--Powerful and Necessary Allies." TEACHING EXCEPTIONAL CHILDREN, Vol. 10, No. 3, Spring 1978, pp. 88-90.

An examination of parent-teacher cooperation in special education, the article reviews relevant values and attitudes of the teacher, describes specific conferencing skills, and considers factors involved in parent education programs. Five commercial parent education programs are described. (ERIC)

Kuaraceus, W. and Hayes, E. IF YOUR CHILD IS HANDICAPPED. Boston: Porter Sargent, 1969.

A collection of personal statements intended for professionals, describing the experience of having a handicapped child. Includes eleven accounts by parents of cerebral palsied and orthopedically handicapped children, eight by parents of the mentally retarded, nine by parents of the deaf, six by parents of the emotionally disturbed, and seven by parents of children with special health problems. (TPTT)

LaBenne W.D. THE CURE IN THE CAUSE. Ann Arbor: Ann Arbor Science Publishers Inc., 1971.

Children will grow best when raised in a climate of love, acceptance, and respect. Children do not have to be manipulated, controlled, or co-erced into doing what is good for them. This view is based on LaBenne's outlook that the human organism is trustworthy and ever seeking to become a fully functioning person. If children are spared repressive, inhibiting and vindictive disciplining practices they will constantly move toward self-transcending development, they will continually strive to become more than they are through self actualization.

Langpap, W. PRACTICAL HANDLES #2 PUBLIC INVOLVEMENT. THE HOME-SCHOOL-COMMUNITY PARTNERSHIP. PROCEEDINGS OF A PRACTIONER'S WORKSHOP. Utah: State Board of Education, 1980.

This booklet contains proceedings of the second annual workshop held to explore ways of facilitating the home-school-community education partnership in Utah. Following a keynote address by the State Superintendent of Public Instruction, the articles, combined under five component areas, describe projects, programs, and methods that have been used to develop such a partnership. Articles under the first topic, "Strengthening the Home", television viewing concerns, and the Children's Museum of Utah. The second topic, "Utilizing Community Resources," contains presentations on use of volunteers in schools, traveling exhibitions, school art and music, business and industry involvement with schools, and the "Home-School-Community Partnership in Planning and Decision Making" describes an open classroom program, community councils, a teacher advisory group, PTA role, planning for a middle school, and a school policy manual project. The fourth part, "Inter-Agency Cooperation," explores cooperative relationships between community agencies and schools in several communities, and describes projects involving environmental education, Navajo students, handicapped students, school truants, and a North-South American project. The last program component, "Community Education and the K-Program," describes a program for gifted students, and elementary school physically education program, a volunteer "bank," and a community needs assessment. (ERIC)

LEARNING TO LIVE WITH DISABILITY: A GUIDEBOOK FOR FAMILIES. Washington, D.C.: National Rehabilitation Information Center, 1980.

The booklet provides the families of disabled person, as well as those involved with such families, information to aid in coping more effectively with disability, and thereby minimizing its disruptive impact on the family. Following an introductory chapter is a chapter on inner factors (such as physical and emotional health of family members) and outer factors (such as adequacy and responsiveness of the service system) which affect how a family experiences disablement. Chapter III discusses some of the most frequent emotional responses to disablement, including denial, loss, anger, fear, and guilt. The concepts of dependency, independence, and interdependence are considered in a fourth chapter as they related to the disabled individual within the family. Chapter V describes some of the problems of disablement and offers ways to overcome typical problems in the following areas: family communication; task sharing; role flexibility and inflexibility; stress management; coping; alcohol and drug abuse; religion and faith; extended family, neighbors, and friends; finances and public financial assistance; and counseling services. Chapter VI discusses some of the ways families can receive help from rehabilitation and related agencies and professionals; while Chapter VII focuses on advocacy and consumerism. A ninth chapter briefly looks at future trends. The final two chapters list resources for information on disability aids, equipment, advocacy, programs, and services. (ERIC)

Leland, L.MOUNTAIN PLAINS LEARNING EXPERIENCE GUIDE: PARENT INVOLVEMENT. COURSE: INTERACTION WITH CHILDREN. Washington, D.C.: Office of Vocational and Adult Education, 1975.

One of five individualized courses included in a parent involvement curriculum, this course is designed to assist adults in developing the types of relationships which will positively affect children's development. The course is comprised of two units: (1) self-image and (2) self-control. Each unit begins with a unit learning experience guide that gives directions for unit completion. The remainder of each unit consists of learning activity packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (ERIC)

Lichter, P. "Communicating with Parents: It Begins with Listening". TEACHING EXCEPTIONAL CHILDREN, Vol. 8, No. 2, 1976, pp. 66-71.

Listening is the key to establishing open communication between parents and teachers of special needs children.

LIKE EVERYONE ELSE. New York: Blind Association of Western New York, 1977.

SEE Visually Impaired.

Louass, O. TEACHING DEVELOPMENTALLY DISABLED CHILDREN. Maryland: University Park Press.

A practical teaching manual for teachers and parents of the developmentally disabled (retarded, autistic, aphasic, emotionally disturbed). This book presents step by step procedures on how to build attention and overcome disruptive behavior; how to teach self-help, personal hygiene, and early social skills,hot to teach the beginnings of language, and how to prepare the developmentally disabled person for home, school, and community living.

Mandell, Colleen; and Fiscus, Edward. UNDERSTANDING EXCEPTIONAL PEOPLE. New York: West Publishing Company, 1981.

This text gives a general overview of the exceptional person and information about education of the exceptional person. Chapters include individual exceptionalities, education programs and family perspectives.

Marion, Robert. EDUCATORS, PARENTS AND EXCEPTIONAL CHILDREN. Maryland: Aspen Press, 1981.

This book contains specific techniques for interacting with parents for successful meetings on P.L. 94-142. It devotes separate chapters to each type of exceptionality. The contents include: families and schools, effects of the exceptional child on the family, roles for helping teachers in special education, involving parents of mentally retarded children, of learning disabled children, of multi-handicapped children, of behaviorally disordered children, of abused exceptional children, and of exceptional children in transcultural settings.

Markel, Geraldine; and Greenbaum, Judith. THE ROLE OF THE PARENT IN A TEAM APPROACH TO EFFECTIVE EDUCATIONAL PROGRAMING, 1978, (EDRS No. ED 163 722, ERIC No., EC 112 740).

Mayer, C. UNDERSTANDING YOUNG CHILDREN. Illinois: University of Illinois, 1974.

These set of five books are for parents and caregivers of "normal" and handicapped children.

McCleary, Elliot and Denhoff, Eric. YOUR CHILD HAS A FUTURE. Chicago: National Easter Seal Society for Crippled Children and Adults.

The booklet is a guide to resources for the parents of handicapped children. Suggested are methods of dealing with feelings, with the diagnosis, and with the handicapped child in the home. Recommended are people and places offering help, such as local services and agencies (Health Department), voluntary health agencies, Easter Seal Societies, parent groups, medical specialists including obstetrician, pediatrician, orthopedic surgeon, neurologist, psychiatrist; supportive personnel, including nurses, physical therapists, occupational therapists, speech pathologists, clinical psychologists, geneticists; and hospitals and centers for treatment. Discussed are the management of the treatment plan, the rights and opportunities of the child (including the Education for All Handicapped Children Act), and the future of the child. Appended are frequently used abbreviations, a glossary of terms, a list of 37 national voluntary and health related agencies, a list of 20 publications for parents, and four other sources of information. (ERIC)

McNamara, Joan; and McNamara, Bernard. THE SPECIAL CHILD HANDBOOK. New York: Hawthorne Books, 1977.

The text is explained to provide assistance to parents of handicapped children by covering topics from initial diagnosis to future needs of a handicapped child. Separate chapters address the following topics: (sample subtopics in parentheses): initial signs and preventive action (genetic counseling, amniocentesis, childhood illnesses); diagnosis (the use and misuse of labels, parent groups); feelings of parents and child (society's view, reactions of others, changes in life style); locating schools and programs (evaluating programs, integration versus segregation, summer activities); support services (community resources, recreation); financial issues (medical insurance, income tax deductions); legal rights (the Education for All Handicapped Children Act, basic human rights, legal responsibilities of parents); and future concerns (preparation for adulthood). Each chapter concludes with lists of organizations, books, pamphlets, and other relevant information. (ERIC)

Michaelis, Carol T. HOME AND SCHOOL PARTNERSHIPS IN EXCEPTIONAL EDUCATION. Maryland: Aspen Publications, 1980.

In this book insight is provided into the most commonly noted sets of dynamics in parents of the handicapped which range from overprotective modes of parental caregiving, to disintegrated personal preoccupation. In dealing with these complex issues, the author takes a hard look at communication. The chapters include: due process; the whole family and the child; using counseling techniques; parent groups; and complying with legal requirements.

Miles, W.R.; and Others. THE IMPLEMENTATION OF IGE AND RELATED HOME-SCHOOL-COMMUNITY RELATIONS. Paper No. 64. Washington, D.C.: National Institute of Education, 1976.

Each of the seven case studies in this report describes the school and community, the implementation of individually guided education (IGE) programs, and home-school-community relations programs and activities, and analyzes the home-school-community relations programs and activities. The selection of the seven schools was primarily based on the presence of at least one exemplary home-school-community relations program or activity in IGE schools serving communities of varying socioeconomic composition. The cases stress home-school-community relations at the school site, The principal methods utlized were open-ended interviews and field observation. The cases provide a data base for further conceptual-theoretical analysis as well as practical examples of exemplary home-school-community relations at the school site, particularly in IGE schools. (ERIC)

Moore, C.B.; and Morton, K.G. A READER'S GUIDE FOR PARENTS OF CHILDREN WITH MENTAL, PHYSICAL OR EMOTIONAL DISABILITIES. Maryland: Bureau of Community Health Services, 1976.

Presented for parents of handicapped children is a listing of approximately 600 references. The books in the first section deal with the following five topics relevant to all handicaps; basic information; home teaching and playing techniques; experiences of other parents; and current issues such as advocacy, employment, prevention and sex education.

Page, R. "Co-Parenting". CHILDREN TODAY, Vol. 2, May-June, 1973, pp. 21.

A mother's account of her year's experience at co-parenting, a situation in which two sets of parents share the care of a handicapped child. Both children, one autistic and the other brain injured, are reported to have made gains. Co-parenting is suggested as an alternative to institutionalization. (TPTT)

Park, C. SEARCHING FOR HELP IN REARING AND EDUCATING A "SPECIAL" CHILD: THE KIND OF HELP PARENTS NEED MOST (AND LEAST OFTEN GET). North Carolina: University of North Carolina, 1968.

A mother's description of her search for help for her autistic child from professionals. The author describes the types of assistance parents would like to receive as they try to minimize the impact of the child's behavior on the families' activities. (TPTT)

Paterson, B. MOUNTAIN PLAINS LEARNING EXPERIENCE GUIDE: PARENT INVOLVEMENT COURSE: THE MIDDLE-AGED CHILD. Washington, D.C.: Office of Vocational and Adult Education, 1975.

One of five individualized courses included in a parent involvement curriculum. This course covers physical, mental, social-emotional development of children ages five through thirteen, feelings of security and adequacy, understanding of self and others, and self-discipline. The course is comprised of two units: (1) middle childhood and (2) later childhood. Each unit begins with a unit learning experience guide that gives directions for unit completion. The remainder of each unit consists of learning activity packages (LAP) that provide specific information for completion of learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (ERIC)

Puhek, Lenore. "Hooray We Passed". EXCEPTIONAL PARENT, Vol. 11, No. 5, February/March 1972, pp. 9-10.

The mother of a 7-year old boy with osteogenesis imperfecta describes arrangements made with an elementary school to enroll the boy in a regualr first grade class. The mother attended class with the boy to alleviate the teacher's responsibility for any accidents. During the coldest winter months, the mother helped her son with schoolwork at home, with the assistance of the regular teacher and a school-to-home telephone hookup. Information is also given concerning the osteogenesis imperfecta foundation, inc., a new organization for parents of children with osteogenesis imperfecta. (KW) (ERIC)

Roos, Phillip. "A Parent's View of What Public Education Should Accomplish". EDUCATION PROGRAMMING FOR THE SEVERE AND PROFOUNDLY HANDICAPPED, CEC, Division of Mental Retardation, 1977, pp. 72-83.

The parent-professional relationship has been a strained one as viewed by this article. The author lists several professional attitudes such as omniscience and secrecy which alienate the parents and also many parental reactions to having a mentally retarded child that professionals usually do not deal with appropratelv. These differences can be relieved by involving the parent in the child's education through such programs as having parents participate in training programs, involving them in decision making, and helping parents become involved in political programs directed toward change. Also, basic interactions among parents and professionals should be individualized, with competition deleted, and the shared objective of educating the child considered a priority.

Ross, B.M. OUR SPECIAL CHILD: A GUIDE TO SUCCESSFUL PARENTING OF HANDICAPPED CHILDREN. New York: Walker, 1981.

Schram, Barbara. PARENTS AND STAFF: SHARING PROGRAM DECISIONS ABOUT "THEIR" CHILDREN, 1979. (EDRS No. ED 192 894; ERIC No. 011 718).

Seibert, Jane B.; and Others. EMERGING TRENDS IN PARENT-SCHOOL COMMUNICATION, 1979. (EDRS No. ED 182 734; ERIC No. CS 005 300).

Seligman, Milton. STRATEGIES FOR HELPING PARENTS OF EXCEPTIONAL CHILDREN: A GUIDE FOR TEACHERS. New York: Free Press, 1979. (ERIC No. EC 120 613).

Shaffer, Joyce D.; and Bell, Jane E. PARENTS AND EDUCATORS: PARTNERS IN INDIVIDUALIZED EDUCATIONAL PROGRAM PLANNING FOR HANDICAPPED STUDENTS. AN IN-SERVICE TRAINING PACKAGE. Des Moines, Iowa: Drake University, Midwest Regional Resource Center, 1978. (EDRS No. ED 163 706).

Simpson, Richard L.; Poplin, Mary S. "Parents as Agents of Change". SCHOOL PSYCHOLOGY REVIEW, Vol. 10, No. 1, Winter 1981, pp. 15-25.

Parents are becoming increasingly involved in the education and training of their exceptional children. The use of a behavioral approach by parents in effecting change in their child and his or her environment is examined, as well as the role of the school psychologist in these change procedures. (ERIC)

Soar, R.S.; and Kaplan, L. "Taxonomy of Classroom Activities". In I.J. Gordon and W.F. Brievogel (Eds.). BUILDING EFFECTIVE HOME-SCHOOL RELATIONSHIPS. Boston: Allyn & Bacon, Inc., 1976.

Included in this taxonomy are many activities that can be carried out by parents and adults working under teacher supervision within the classroom.

St. Cyr, Margaret. THE STORY OF PAT. New Jersey: Paulist Press, 1972.

This book describes the financial and emotional difficulties of a family in which the second child is cerebral palsied.

Stigen, G. HEARTACHES AND HANDICAPS: AN IRREVERENT SURVIVAL MANUAL FOR PARENTS. Palo Alto, Californai: Science and Behavior Books, Inc., 1976.

The author discusses the inadequacies of the guidance and supportive services for parents offered by hospitals, schools, clinics and other service agencies. The need for assistance through meaningful education and training is apparent!

Susser, P. "Parents as Partners". THE EXCEPTIONAL PARENT, Vol. 4, No. 3, 1974, pp. 41-47.

Susser advocates mothers and fathers groups as "lifelines of communication" between home and school. The parent-centerd groups offer mutual support, understanding, and assistance with problems. The group meetings are clearly organized as to content and rules.

Swanson, M.; and Willis, D. UNDERSTANDING EXCEPTIONAL CHILDREN AND YOUTH. Chicago: Rand McNally College Publishing Co., 1979.

This text is an overview of intellectual, educational, emotional, and sensorimotor exceptionalities. Information for parents includes: communication, parent involvement, types of therapy and information on specific handicaps.

TAKING CHARGE: COORDINATING CLINICAL AND EDUCATIONAL INFORMATION ABOUT YOUR HANDICAPPED CHILD. Pennsylvania: National Learning Resource Center, 1977.

Intended for parents of handicapped children, the workbook provides forms for keeping track of children's progress. Nine forms are included for recording the following information: identifying information, birth history, developmental history, medical history, family background, educational history, psychological informatin, special services information, and calendar of professional contacts. (ERIC)

Taylor, Katharine Whiteside. PARENTS AND CHILDREN LEARN TOGETHER. New York: Teachers College Press, 1981.

The book is divided into two parts. The first concentrates on living and learning in the family. The author discusses parent/parent and parent/child interactions, parenting by fathers, growing conflicts encountered by career-oriented mothers, parents rearing children alone, and needed community resources. The second part contains a logical and cohesive plan for developing, maintaining, and extending parent-cooperative nursery schools for, and understanding the dynamic interactions involved between, cooperating parents, parents and teachers, and parents and communities. It also has a short history of the parent cooperative preschool movement and provocative discriptions of functioning examples today.

Turnbull, Ann P.; and Turnbull, Rutherford. PARENTS SPEAK OUT: VIEWS FROM THE OTHER SIDE OF THE TWO WAY MIRROR. Ohio: Charles E. Merrill Publishing Co., 1979.

Written by parents ofhandicapped children who are also professionals in the field, these dramatic, firsthand accounts of the problems families of handicapped persons must face are important reading for everyone in the field. These moving, honest stories involve young and adult individuals with diverse handicapping conditions.

Turner, Ruth M.; and Macy, Daniel J. "Involving Parents in Special Programming". JOURNAL OF SCHOOL HEALTH, Vol. 50, No. 5, May 1980, pp. 281-84.

Parent programming should be based on the beliefs and assumptions of both parents and professionals. Competency-based programming is presented as a promising approach to improving parent competence. Results of initial studies in parent competency identification, prioritization, and assessment are discussed along with procedures for instructional programming. (ERIC)

Twiford, Rainer. A CHILD WITH A PROBLEM: A GUIDE TO THE PSYCHOLOGICAL DISORDERS OF CHILDREN. New Jersey: Prentice-Hall, Inc., 1979.

Intended for parents and teachers, the book provides an overview of the nature of childhood psychological disorders. Information regarding such topics as definition, prevalence, and intervention or treatment is presented for the following types of disorders: infantile autism and schizophrenia, brain damage and hyperactivity, childhood depression, behavior disorders, mental retardation, and learning disabilities. Concluding chapters address when and where to get help and provide suggestions for child management. Six appendices list city, state, federal, and national resources agencies. (ERIC)

Wagner, Irene; and Others. PARENTS AND SIBLINGS OF THE HANDICAPPED: A SELECTED BIBLIOGRAPHY. Eric Documents, 1977. (EC 101369-ED 1420110).

The bibliography on parents and siblings of the handicapped is divided into four sections: writings by parents on being the parent of a handicapped child; information, teaching suggestions, and training guides for parents; readings for the professional; and writings by and stories for siblings on being the sibling of a handicapped child. Almost 200 entries, listed alphabetically by author, provide information which includes title, publisher or source, and publication date. Also given is a list of 11 organizations offering pamphlets for and about parents of the handicapped. (ERIC)

Wawzonech, Sally. "The Role of the Family in Disability". AMERICAN ARCHIVES OF REHABILITATION THERAPY, Vol. 22, No. 3, September 1974.

Examines the role of the family in the "career of the disabled" and how family integration and structure, as well as the complex interrelationships within families and marriages, are affected by the presence of an ill or disabled member.

WE CAN HELP . . . A GUIDE TO BOOKS, MAGAZINES AND NEWSLETTERS FOR PARENTS OF EXCEPTIONAL CHILDREN. Connecticut: Special Education Resource Center, 1981.

The office of the Special Education Resource Center has compiled a guide of books, magazines and newsletters to provide information to parents of exceptional children. Topics covers: emotionally disturbed, hearing and visually impaired, mentally retarded, learning disabled, and physically handicapped.

WHAT DOES IT MEAN? HOW TO INTERPRET PROFESSIONAL REPORTS CONCERNING YOUR HANDICAPPED CHILD. Pennsylvania: National Learning Resource Center of Pennsylvania, 1977.

Intended for parents of handicapped children, the booklet provides information on interpreting professional reports. General format and specialty areas are explained for medical reports (including the pediatrician's, neurologist's, psychiatrist's, orthopedic specialist's ophthalmologist's, and optometrist's reports); educational reports (including the educational diagnostician's, speech pathologist's audiologist's, physical therapist's, and occupational therapist's reports); psychological reports; and social services reports. Also offered are general comments on interpreting professional reports. (ERIC)

WHO CAN HELP? WHAT PROFESSIONALS CAN DO FOR YOU AND YOUR HANDICAPPED CHILD. Pennsylvania: National Learning Resource Center, 1977.

Intended for parents of handicapped children, the booklet answers questions about professionals in four areas (medicine, psychology, education and social services). Information is provided on the following professionals: pediatrician, neurologist, child psychiatrist, orthopedic specialist, ophthalmologist, optometrist, clinical psychologist, school teacher, speech pathologist, audiologist, physical therapist, occupational therapist, and social worker. Explained is the role of each professional in treating the handicapped child. (ERIC)

Wilson, G.; and Pauloff, G. ADULT INVOLVEMENT IN CHILD DEVELOPMENT FOR STAFF AND PARENTS. Atlanta: Humanics Press, 1972.

A fairly simple booklet offering step-by-step techniques for parent involvement. This publication discusses solutions for common problems in parent involvement and provides training exercises for parents and staff. It also includes information on the use of parents as policy-makers. (TPTT)

YOU AND THE PROFESSIONAL: A TEAM WORKING WITH PROFESSIONALS WHO WILL ASSIST YOU AND YOUR HANDICAPPED CHILD. Pennsylvania: National Learning Resource Center of Pennsylvania, 1977.

Intended for parents of handicapped children, the booklet provides guidelines for working effectively with a variety of professionals. Sections address the following areas: selecting a professional; making an appointment with medical, psychological, educational, and social services professionals; the professional interview; preparing for a professional examination; the child's examination by medical professionals (pediatrician, neurologist, child psychiatrist, orthopedic specialist, ophthalmologist, and optometrist); psychological professionals (psychologist); and educational professionals (educational diagnostician, speech pathologist, audiologist, physical therapist, and occupational therapist). Also considered are the followup conference, options for obtaining another professional opinion, and the parent's role in treatment. (ERIC)

Wolery, Mark. PARENTS AS TEACHERS OF HANDICAPPED CHILDREN: AN ANNOTATED BIBLIOGRAPHY. Seattle: Western States Technial Assistance Resource, 1978.

This annotated bibliography of references and resources is designed to assist parents in teaching specific skills to their handicapped children, to provide parent teachers resources from which to choose materials, and to give professionals an idea of the kinds of research that have been conducted with parents as trainers of the handicapped children. The bibliography contains summaries of materials that have been developed for parents' use in teaching their handicapped children and summaries of research conducted with parents teaching their handicapped children. The bibliography is organized into five curricular areas (sample subtopics in parenthesis); self help (toileting, eating) motor, language and speech, cognitive, and social/emotional development. The first section covers references dealing with multiple curricular areas, such as language/speech and cognitive development. A list of those projects submitting materials for review is included along with addresses of agencies which have additional resources for parents. A matrix is provided which organizes the resources by curricular area, type of article (research or general information), and handicapping condition. Authors and subjects are indexed by reference number. (ERIC)

Yura, Michael T.; and Zucherman, Lawrence. RAISING THE EXCEPTIONAL CHILD. New York: Hawthorne Book Co., 1978.

The handbook is designed to guide parents of exceptional children in fostering a sense of discipline in their child while encouraging growth and self expression. Common behavior patterns of exceptional children are pointed out, and ways in which parents frequently reinforce misbehavior and discourage independent growth are shown. Guidelines for using disciplinary action that will emphasize to the child the positive consequences of constructive behavior are presented. The authors show how the exceptional child can be helped to participate fully in family decisions and activities and how steps to promote this participation can also promote general harmony with the family. Illustrated with actual case histories, the text is organized into five progressive sections covering the following topics (sample subtopics in parentheses): basic principles in understanding child development (child rearing in our contemporary society, development of behavior patterns in children, characteristics of exceptional children, common behavior patterns of exceptional children, characteristics of the exceptional parent, the effects of the exceptional child on other children); basic principles in dealing with exceptional children (the purpose of misbehavior, encouragement of positive behavior); factors to be maintained in raising exceptional children (avoidance of drastic routine changes, consistency in changing misbehavior);positive parental attitudes (encouraging independece and communication); and family atmosphere (the weekly family council meeting). Appended materials include a learning activities workbook, guidelines for a parent study group, and a list of national organizations. (ERIC)

Yoshida, Roland. "The Principal and Special Education Placement". NATURAL ELEMENTARY PRINCIPLE, Vol. 58, No. 1, 1978, pp. 34-38.

This article addresses the requirements of PL 93-380 and PL 94-142 that provide procedural safe guards for parents in developing their child's program. The article addresses both sides of the issue saying that administrators must keep the parent informed at all times about their rights. This includes notifying them of any changes in the child's program and making the child aware of all possible placements for the child. The professional staff must attempt many notification strategies in order to accomplish informal consent with parents. The parents must also be informed about commonly used terms such as labels (i.e., educable mentally retarded) and alternative placements. The author presents three manners of promoting parent understanding, the most effective of which seems to be developing parent organizations to advise and counsel parents throughout the planning process. Parents should feel comfortable and free to question their child's program.

Media

GENERAL EDUCATIONAL PROGRAMMING. Texas: The Parent/Professional Training Project, 1977.

Accompanied by an audio cassette, the slide presentation is intended to help parents of severely handicapped children know what to expect of their child's educational program. The slides define and discuss development of curriculum and individual educational plans. (ERIC)

PROJECT TITLE : PROJECT HELP: HANDICAPPED EDUCATION FOR LIFE

CONTACT PERSON : Mr. Webster Wilson 415/680-8744

PROJECT ADDRESS : Industry Education Council
2430 Stanwell Drive, Suite 160
Concord, CA. 94520

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Parents, teachers and administrators of handicapped students.

PROJECT ABSTRACT : The HELP Project is a staff assistance project which provides resources and information on career education to schools involved in education of handicapped children and youth. Staff development activities of the project include workshops on the use of materials related to vocational safety, job search skills, mainstreaming in vocational education, assessment devices, TV industry interviews, and generic resources.

The project also provides assistance to parent groups, information on assessment instruments and their use to teachers and administrators.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE
Slide/tape - The Vocational Habilitation Project: Overview
Implementor's Manual and Resource Guide

Questionaire - Parent Interest Survey (1980-82 PDAS)

PROJECT TITLE : PROJECT REACH: REGULAR EDUCATION FOR ALL CHILDREN
WITH HANDICAPS

CONTACT PERSON : Chesca Piuma 415/469-1306

PROJECT ADDRESS : 470 Caestro Street
Suite 207, P.O. Box 3066
San Francisco, CA. 94114

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Children and youth aged 6 to 18 years, who are mentally retarded, seriously emotionally disturbed, autistic, and mutiply handicapped, and whose handicapping conditions are severe to profound.

PROJECT ABSTRACT: The project operates in conjunction with the San Francisco Unified School District. This plan involves simultaneously integrating both severely and mildly handicapped children and youth into chronological age-appropriate regular education settings. Major innovative components of the project include a parent training component designed to foster generalization of social skills learned by severely handicapped students.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE Manuals - REACH Parent Community Manual
REACH Inservice Modules (1980-82 PDAS)

PROJECT TITLE : FAMILY CENTER PROJECT: A PARENT CENTER MODEL FOR INDIVIDUALIZING SERVICES TO PARENTS OF SCHOOL-AGED HANDICAPPED CHILDREN

CONTACT PERSON : David Hutchison 515/752-0075

PROJECT ADDRESS : Family Center Project
502 North Twelfth Avenue
Marshalltown, Iowa 50158

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Parents of youth aged 5-21 years who are learning disabled, mentally retarded, hard of hearing, visually handicapped, and seriously emotionally disturbed, and whose handicapping conditions range from mild to severe.

PROJECT ABSTRACT : The purpose of this project is to promote parent participation in the development and implementation of IEPs for handicapped children. It is the contention of the project that, through an active partnership between home and school, handicapped children can be assisted in ways that are in[illegible] through the classroom alone. Parents become involved with the project when 1) home and school agree on the need for specific IEP home-based objectives, 2) clearly defined/measurable home-based objectives are written into the IEP, 3) parents desire assistance with those objectives.

Service options available to parents working on home-based objectives include: a library of parent materials, individual (family) counseling/instruction, group counseling/instruction, a parent-to-parent support network, and an interagency referral network. The nature, number, and order of service options implemented for parents depend on: parental understanding of their child's handicap, parental sophistication in the areas of child interaction and management skills, and the extent to which parents are willing to participate in the available services. Follow-up is maintained with all parents until such time that the home-based objectives are completed, or the parents refuse further contact with the project.

PROJECT MATERIALS: Test - Parent Attitude Survey
DEVELOPED FOR Manual/Curriculum - Family Center Project Training Manual
PARENT USE Family Center Project-Guidelines and Procedures (1980-82 PDAS)

PROJECT TITLE : WINNEBAGO BEHAVIOR ANALYSIS PROGRAM

CONTACT PERSON : Victoria Marquesen 712/276-0376

PROJECT ADDRESS : Morningside College
Sioux City, IA 51106

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Children and youth aged 6 to 18 years who are learning disabled and mentally retarded, and whose handicapping conditions are mild. Their parents are also served.

PROJECT ABSTRACT : The major goal is to develop the following program for small, rural school districts which may or may not serve minority students. Services are provided in regular elementary and secondary schools, city and rural settings. The program provides for a continuation of school-based programs into the home environment through development of effective family training programs.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:
Winnebago Family Training Program
Winnebago School District Special Education Procedures
Daily Report Card Program (1980-82 PDAS)

PROJECT TITLE : MODEL PROGRAM FOR FACILITATING THE INTEGRATION OF SEVERELY HANDICAPPED CHILDREN AND YOUTH INTO AGE-APPROPRIATE PUBLIC SCHOOL SETTINGS

CONTACT PERSON : Garry Sasso 913/588-5955

PROJECT ADDRESS : Department of Special Education
University of Kansas Medical Center
39th and Rainbow
Kansas City, KA 66103

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Mentally retarded, autistic, and multiply handicapped children and youth, aged 6-21 years, whose handicapping conditions are severe to profound. The parents are also served.

PROJECT ABSTRACT : This project intends to develop a model for integrating severely handicapped students with their nonhandicapped peers in school, home and community environments. The project will be located and conducted within one school district, the Shawnee Mission, Kansas, public elementary, middle, and secondary schools, where handicapped and non-handicapped students attend the same school. Parents receive inservice training.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE Not indicated. (1980-82 PDAS)

PROJECT TITLE : DETROIT ADAPTIVE PHYSICAL EDUCATION CONSORTIUM PROJECT

CONTACT PERSON : Stephen Czapski 313/494-1150

PROJECT ADDRESS : Poe Trainable Center, Room 205
1200 W. Canfield
Detroit, MI. 48201

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Children and youth aged 1 to 26 years who are of all disability types and who are mildly to profoundly handicapped. Students are from 303 schools.

PROJECT ABSTRACT : Detroit's Adaptive Physical Education Consortium Project is a unique program which has harnessed a multitude of resources in the Detroit area. A wide range of community agencies, parent groups, and nonpublic schools have joined forces with the Detroit Public Schools to establish an effective and efficient delivery system of physical education, sports, and recreation to Detroit's handicapped children and adults. Services are provided in a special elementary school.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Project Brochure - Adaptor Newsletter
1981 Parents' Resource Guide to Physical Education and Recreation for the Handicapped.
Other products not indicated. (1980-82 PDAS)

PROJECT TITLE : HANDICAPPED OUT-OF-SCHOOL MODEL PROGRAM

CONTACT PERSON : John Bjorklund 612/221-9713

PROJECT ADDRESS : Humboldt Senior High School
30 East Baker
St. Paul, MN. 55107

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Children and youth aged 16 to 21 years who are learning disabled, mentally retarded, speech impaired, seriously emotionally disturbed and orthopedically impaired, and whose handicapping conditions are mild to moderate, and their parents, from 15 schools/facilities and 6 school districts. The majority of the students, however, are learning disabled or mildly retarded, often with accompanying emotional or behavior problems.

PROJECT ABSTRACT : The St. Paul Out-of-School Youth (OSY) Program offers a new personalized educational opportunity to youty 16 to 21 years of age who left school before graduation and now want a second chance. This program is specifically geared to help youth with special education needs who left school because of various problems, little success, and much frustration, and who have no real purpose in continuing to attend a traditional education program. Parent involvement is included.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Manuals - Serving High School Drop-outs with Special Needs
Student/Family Contacts-Out-of-School Youth Program
Brochure - Out-of-School Youth
Slide/tape - Handicapped Out-of-School Youth Model Program (1980-82 PDAS)

PROJECT TITLE : NEW MEXICO DEMONSTRATION PROGRAM FOR PARENTS

CONTACT PERSON : Paula Parks 505/292-0102

PROJECT ADDRESS : Parent Involvement Center
1700 Pennsylvania Avenue
Albuquerque, N.M. 87110

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Parents of children and youth aged birth to 21 years, who are mildly to profoundly handicapped, as well as non-handicapped. The children are learning disabled, mentally retarded, deaf, hard of hearing, speech impaired, visually handicapped, blind, deaf-blind, seriously emotionally disturbed, autistic, orthopedically impaired, other health impaired, and multiply handicapped.

PROJECT ABSTRACT: This project has focused on the development and demonstration of a model for the meaning involvement of parents in the education of their children. Specifically, the project provides assistance and resources to parents and to educators in their efforts toward realistic and mutually supportive partnerships. Administered by the University of New Mexico, the project operates as a cooperative venture with the Alburquerque Public School.

The project, with a companion project, is housed at the Parent Involvement Center in the Inez Elementary School in Albuquerque, New Mexico. In its demonstration of new and improved approaches to the education of children, the project has aimed at increasing the awareness, knowledge, and skill which those working with parents and parents themselves bring to the task of working together. The focus has been on the development, application, evaluation, refinement, and dissemination of procedures and techniques for involving and training parents of handicapped children.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated. ((1980-82 PDAS)

PROJECT TITLE : LINCOLN WAY SPECIAL EDUCATION REGIONAL RESOURCE CENTER

CONTACT PERSON : Ted Dell, Administrator 216/875-2423

PROJECT ADDRESS : 1450 West Main Street
Louiseville, OH 44641

PROGRAM TYPE : Elementary and Secondary Education Act Title IV-C Project

POPULATION SERVED : Handicapped children and youth, and their parents

PROJECT ABSTRACT : Not available

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Booklets: 3 sets of booklets for parents, translated into Spanish and a language unique to the Amish/Mennonite in Ohio, and entitled as follows:

Special Education for Handicapped Children
Finding Out About....The Special Needs of Handicapped Children
Planning and Providing...Special Education for Handicapped Children
Protecting...The Rights of Handicapped Children

PROJECT TITLE : INTEGRATED EDUCATIONAL SERVICE DELIVERY MODELS FOR SEVERELY HANDICAPPED CHILDREN AND/OR YOUTH

CONTACT PERSON : Kathleen Strenel-Campbell 503/838-1220, Ext. 391

PROJECT ADDRESS : Teaching Research Division
345 North Monmouth Avenue
Monmouth, OR. 97361

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Children and youth aged birth to 18 years who are mentally retarded, deaf-blind, autistic, and multiply handicapped, and whose handicapping conditions are severe. Their parents are also served.

PROJECT ABSTRACT: This project intends to develop an educational program for severely handicapped children and youth, birth to 18 years, who display the following characteristics 1) severe cognitive deficits 2) little or no functional language or communication skills 3) severe receptive language and communication delay, and/or 4) no functional social skills. Many children in this population are further characterized by concomitant behavioral disorders such as stereotypic movements and destructive or self-injurious behavior. All of the children to be served will have two or more handicapping conditions.

One of the project's objectives include parent training programs to design appripriate IEPs, and facilitate acquisition and generalization of skills and support family needs.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated. (1980-82 PDAS)

PROJECT TITLE : THE OREGON HIGH SCHOOL PROJECT FOR SEVERELY HANDICAPPED STUDENTS: IMPLEMENTING STATE-WIDE CHANGE

CONTACT PERSON : Barbara Wilcox 503/686-3591

PROJECT ADDRESS : 1590 Williamette Street
University of Oregon
Eugene, OR 97403

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Children and youth aged 13 to 21 years, who are mentally retarded, hard of hearing, speech impaired, visually handicapped, orthopedically impaired, and multiply handicapped, and whose handicapping conditions are severe to profound. Their parents are also served.

PROJECT ABSTRACT : The Oregon High School Project (OHS) is a state-wide systems change effort designed to install exemplary features in secondary programs for severely handicapped students throughout Oregon. The project combines both model replication and inservice training strategies. The foundation of the effort is the Oregon High School Model, a comprehensive guide for operating secondary classes for severly handicapped students. A major component of OHS includes an IEP process structured so that parents take the lead in selecting valued and functional goals for their children.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Brochure - The Oregon High School Project
Manual - OHS Inservice Training Modules (1980-82 PDAS)

PROJECT TITLE:	A MODEL CLASSROOM FOR NEUROLOGICALLY IMPAIRED CHILDREN
CONTACT PERSON :	Albert Greenwood 503/229-7220
PROJECT ADDRESS :	Child Neurology Clinic Good Samaritan Hospital and Medical Center 2215 N.W. Northrup Portland, OR. 97215
PROGRAM TYPE :	Handicapped Children's Model Program
POPULATION SERVED:	Children aged 6 to 12 years who are learning disabled, mentally retarded, seriously emotionally disturbed, speech impaired, autistic, and other health-impaired, and whose handicapping conditions range from moderate to severe. Their parents are also served.
PROJECT ABSTRACT :	This program intends to serve children in the least restrictive educational environment. The parents are involved in the evaluation procedure. Parents are important participants in all phases of the program's intervention. Increasing awareness through education occurs in the areas of problem identification, advocacy, and effective remedial planning from the family perspective.
PROJECT MATERIALS: DEVELOPED FOR PARENT USE	Manual ; A Referral Guide for Useful Evaluation of Children Other materials not indicated. (1980-82 PDAS)

PROJECT TITLE : PROJECT KAYE: KLEIN EVALUATES YOUTH EFFECTIVELY

CONTACT PERSON : Mrs. Grace England 713/376-4180

PROJECT ADDRESS : Klein Independent School District
7200 Spring Cypress Road
Spring, TX. 77379

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Serves children and youth aged 12 to 18 years, who are learning disabled, mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, and other health impaired. Handicapping conditions are mild to severe. Their parents are also served.

PROJECT ABSTRACT : The overall goal of Project KEYE is to develop the prevocational and vocational abilities of secondary handicapped students. The program is designed to assist school personnel in developing relevant individual educational programs for mildly, moderately, and severely handicapped students, based upon prevocational and vocational assessment data. The project also provides job placement services for handicapped students, parent training programs, and community awareness endeavors.

PROJECT MATERIALS: Handbook - Whadda Ya Wanna Be When Ya Grow Up???
DEVELOPED FOR Other products not indicated. ((1980-82 PDAS)
PARENT USE

PROJECT TITLE : THE SCHOOL AND COMMUNITY INTEGRATION PROJECT

CONTACT PERSON : Edward Sbardellati 802/656-4031

PROJECT ADDRESS : Center for Developmental Disabilities
Waterman 499C
University of Vermont
Burlington, VT. 05405

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Children and youth aged 3 to 22 years who are mentally retarded, hearing impaired, autistic, visually handicapped, deaf-blind, orthopedically impaired, other health impaired, and multiply handicapped. Handicapping conditions are moderate to profound. Their parents are also served.

PROJECT ABSTRACT: The goals of this project are 1) to assist two selected school systems to plan, implement, and describe a service delivery model to improve educational services to severely handicapped learners (aged 6-21) in a rural setting, and 2) to compare the service delivery model and outcomes realized to those occurring in similar districts in Vermont. Services are provided in two regular elementary schools and one regular secondary school involving two school districts in a rural setting.

Project staff will work with parents, school district personnel, and community members to achieve thses goals.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated. (1980-82 PDAS)

PROJECT TITLE : COMMUNITY TEACHING HOMES, A PROJECT OF THE SCHOOL FOR CONTEMPORARY EDUCATION

CONTACT PERSON : Bruce Richards 703/370-2770

PROJECT ADDRESS : 623 South Pickett Street
Alexandria, VA. 22304

PROGRAM TYPE : Handicapped Children's Model Program

PROJECT ABSTRACT : Children and youth who are learning disabled, mentally retarded, and seriously emotionally disturbed, and whose handicapping conditions are moderate. Their parents are also served.

PROJECT ABSTRACT : The Community Teaching Homes project is a community-based residential program for emotionally disturbed children and youth whose special education needs cannot be met by a day-school placement. The program provides intensive social skill training for the child in a Teaching Home located in the child's community, and concurrent training for the child's parents or parent surrogates to prepare them for the child's return home. The project recruits, trains, and supervises Teaching-Parents to provide direct services to one or two children in their own homes while the child attends a public or private special education program in the community.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Manuals - Parent and Prevention Training Manual
Teaching Parent Training Manual and Instructor's Guide
Child Support Services (1980-82 PDAS)

PROJECT TITLE : A MODEL PROGRAM FOR EARLY EDUCATION OF THE CEREBRAL PALSIED CHILD IN A RURAL SETTING

CONTACT PERSON : Janet Allaire 804/924-5161

PROJECT ADDRESS : University of Virginia
Department of Pediatrics
Jefferson Park Avenue
Charlottesville, VA. 22903

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Speech impaired, visually handicapped, and multiply handicapped children aged 3 to 12 years, whose handicapping conditions are moderate to severe. Their parents are also served.

PROJECT ABSTRACT: The Model for Comprehensive Education provides direct service to cerebral palsied children in a classroom setting. Services to parents of handicapped children include home visiting and in-service training.

PROJECT MATERIALS: Manuals - Directory of Services for Southwest Virginia
DEVELOPED FOR The Handling Manual
PARENT USE Newsletter - The Model Forum (1980-82 PDAS

PROJECT TITLE : PREVENTION OF INSTITUTIONALIZATION FOR SEVERELY HANDICAPPED

CONTACT PERSON : Paul Wehman 804/257-1305

PROJECT ADDRESS : 901 West Franklin
Virginia Commonwealth University
Richmond, VA. 23284

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Handicapped children and youth in Virginia, and their parents.

PROJECT ABSTRACT : This project intends to develop, implement, and communicate a model aimed at training others in community environments about working with and relating to severely handicapped people. The project will meet the training needs of teachers, parents, regular educators, caseworkers, counselors, and nonhandicapped citizens who are concerned about and interested in the severely handicapped.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Project newsletter.
Nothing else indicated. (1980-82 PDAS)

PROJECT TITLE : DEINSTITUTIONALIZATION OF SEVERELY HANDICAPPED CHILDREN AND YOUTH - COMMUNITY LIAISON INSTRUCTIONAL PROGRAM

CONTACT PERSON : Ralph Bohannon 206/828-3201

PROJECT ADDRESS : Director, Special Education
Lake Washington School District #414
6511 - 112th NE
Kirkland, WA 98033

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Youth aged 13-21 years, who are mentally retarded, other health impaired, and multiply handicapped, and whose handicapping conditions are moderate to profound. Their parents are also served.

PROJECT ABSTRACT : Least restrictive environment for the severely handicapped has come to mean "mainstreaming" into a regular school and including the handicapped to the maximum extent with non-handicapped students. CLIP--Community Liaison Instructional Program -- extends this definition to include the ultimate unrestricted placement for the severely handicapped -- the community itself.

Thirty-two severely handicapped youth, aged 13-21, are participating in a federally-funded Special Needs Program that bases all training on the concept that, because the handicapped must ultimately function within a community, it is better to prepare them for vocational and domestic tasks within those settings, rather than within the artificial setting of the school.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Manuals - Home Living Skills Survey Parent Questionnaire
Parent Handbook for Transition to Adult Services
Video Tape - Parent Awareness Program

PROJECT TITLE : AN INTEGRATED, HETEROGENEOUS PLACEMENT MODEL FOR TEACHING STUDENTS WITH AUTISM CHRONOLOGICAL, AGE-APPROPRIATE FUNCTIONAL AND SOCIAL INTERACTION SKILLS IN SCHOOL AND NON-SCHOOL ENVIRONMENTS

CONTACT PERSON : Anne M. Donnellan 608/263-5499

PROJECT ADDRESS : Department of Education
University of Wisconsin
Room 575 E
1025 W. Johnson Street
Madison, WI 53706

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Children and youth aged 5 to 18 years who are mentally retarded, emotionally disturbed, autistic, and multiply handicapped, and whose handicapping conditions are mild to severe. Their parents are also served.

PROJECT ABSTRACT : The participants in this project acknowledge that most students with autism grow up to live in institutions. In order to develop a model that will better meet the needs of these students to live, work, and recreate in a variety of community settings with other handicapped and nonhandicapped persons, this project will have the following major components 1) autistic students will be placed in chronological, age-appropriate buildings 2) they will be heterogeneously grouped (most of the other students will be nonhandicapped or have handicapping conditions other than autism 3) the "Madison Model" of curriculum development strategies developed for other severly handicapped students will be utilized for these students 4) strategies will be developed and implemented to adapt the curricular and teaching methods to meet the identified linguistic, learning, social interaction, and behavior problems and 5) strategies will be developed which will aim at facilitating active, ongoing parent participation.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated. (1980-82 PDAS)

PROJECT TITLE: Parent-Professional Collaboration
Wheelock College
Center for Parenting Studies

CONTACT PERSON: Dr. Susan Swap, Project Director 617/734-5200, ext. 154

PROJECT ADDRESS: 200 The Riverway
Boston, MA 02215

PROGRAM TYPE: Local Parent Group

POPULATION SERVED: Parents and educators of children with special needs.

PROJECT ABSTRACT: Seminars, courses, and workshops on such topics as "Planning and Implementing Parent Programs" and "Children with Special Needs: Their Siblings and Their Friends" are being offered through the Wheelock Center in an expansion of offerings.

A program of inservice training for elementary and middle school parents, regular teachers and administrators in Belmont, a suburb of Boston, is the second focus of project activities.

Goals of the project are to foster parent-professional communications and to increase the knowledge, skills and attitudes of parents and professionals regarding the educating of children with special needs and all other children. Parents and staff collaborate on planning the inservice training, based on an annual formal and informal needs assessment, and acting through an advisory board made up of staff members and parents representing each school district. Support groups have been established and meet without project leaders; parent board members plan and execute projects, i.e., a resource guide for parents and a parent consultation network.

This project was named as a "Promising Practice" in 1981 by the Massachusetts Department of Education.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:
Slide-tape--Managing Effective In-Service Programs (in process)
Manual--Improving Communication Between Parents and Professionals on Behalf of Children With Special Needs (in process)
Child Advocacy (in process)

Sweedler, Donna and Kraushaw, Alan (1975). A Guide For Parents: Helping Your Child to Grow and Learn.

A manual prepared in the Massachusetts Department of Mental Health within a project headed by the then Assistant Commissioner for Mental Retardation. The material was gathered to aid parents and others concerned with the care and training of a developmentally disabled child. Its two main purposes are:

1. To provide background information for realistic expectations of growth and development of such children.

2. To suggest specific ways parents can help their child toward his full potential in light of the disability.

The manual contains chapters on mental retardation, epilepsy, the neurologically impaired child, cerebral palsy, parenthood, the developmental chart, behavior management, general rules for training, training in specific areas, the family, the future, helping around the house, sexuality, the child as an adult, and the responsibility of society.

PROJECT TITLE: Danvers Alternative High School
Danvers Public Schools

CONTACT PERSON: Andrew Beck, Lead Teacher 617/777-3820

PROJECT ADDRESS: 105 Elliott Street
Danvers, MA 01923

PROGRAM TYPE: Local Parent Group

POPULATION SERVED: Handicapped youth in Danvers, and their parents.

PROJECT ABSTRACT: This program has been designed to accommodate social and emotional needs of high school students unable to benefit from the traditional school setting to become productive. Program goals are as follows:

1. To develop and implement educational and therapeutic plans that meet learning and emotional needs of students.

2. To provide all students with the educational skills to contribute to the school community.

3. To maximize successful integration of students into the community through systematic diagnosis, planning, monitoring, evaluation, coordination, and follow-up.

Parents and students participate in the team evaluation, in all program planning and evaluation for the school.

Parents and community organizations share responsibility for school operations, i.e., hiring new staff, evaluation of programming, and daily school activities.

Committees composed of both staff and parents meet regularly to discuss program organization goals and individual student progress.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Brochure
Curriculum in Alternative Education

PROJECT TITLE : CONTINUING PARENT EDUCATION TRAINING FOR PARENTS OF PRESCHOOL AND SCHOOL-AGE CHILDREN WITH SPECIAL NEEDS
HAMPSHIRE REGIONAL SCHOOL DISTRICT

CONTACT PERSON : Commonwealth Inservice Institute Liaison 413/739-7271

PROJECT ADDRESS : Springfield Regional Educational Center
88 Massasoit Avnue
West Springfield, MA 01089

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of handicapped children

PROJECT ABSTRACT : Ten 2-hour sessions will be conducted for parents of special need children for the purpose of developing a maintenance program that will assist them in continuing to use and improve upon their parenting skills. Following the training parents will develop an increased understanding of their children's behavior and will experience less stress and greater satisfaction in learning appropriate responses to various types of behavior. Children will develop a greater self-esteem and sense of responsibility as a result of their parents' improved parenting skills.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated

PROJECT TITLE:	Medford Parent Advisory Council to Special Education
CONTACT PERSON:	Sandra O'Neill, Chairperson 617/391-2299
PROJECT ADDRESS:	44 West Street Medford, MA 02155
PROGRAM TYPE:	Local Parent Group
POPULATION SERVED:	Handicapped Children in Medford, and their parents.

PROJECT ABSTRACT:

Primary goal of this Council is to benefit children with special needs by establishing a working relationship among parents, school administrators, teachers, specialists, members of the School Committee, and representatives of human service agencies and advocacy groups in order to engage in participatory planning and decision making. They provide a forum for everyone's opinions, information sharing, questions, and concerns to be heard. They seek to increase awareness of parent and community members regarding special education.

Council members meet monthly in the Superintendent's conference room; their agendas and minutes are distributed to all administrators and school committee members. The daily newspaper regularly carries articles on meeting agendas, proceedings, and recommendations of the Council.

Their activities include the following:

1. The publication of various pamphlets, booklets, newsletters.
2. Parent Information Line which records messages of callers; parent volunteers return the phone calls and answer the questions.
3. Conduct parent workshops on special education laws and processes, working cooperatively with other parent and community groups.
4. Sponsor a School Committee Candidates Night.
5. Conduct transportation survey, logged complaints, monitored their resolution, and helped to publish a booklet on legal requirements concerning transportation issues.

PROJECT ABSTRACT (continued):

6. Conducted a monitoring survey of all special education programs in Medford, whose results required the special education administrator and School Committee to address the problems.

7. Council members' recommendations and efforts led to the establishment of an adaptive physical education program.

The Medford Parent Advisory Council was named as a "Promising Practice" in 1981 by the Massachusetts Department of Education.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:

Bylaws
Pamphlet on the Parent Advisory Council
Parent Resource Booklet
Newsletters mailed to parents of special needs children and members of the community.
Results of evaluations of activities.
Newspaper articles.

PROJECT TITLE :	PARENT DISCUSSION-TRAINING GROUP MEDFORD PUBLIC SCHOOLS
CONTACT PERSON :	Commonwealth Inservice Institute Liaison 617/547-7472
PROJECT ADDRESS :	Greater Boston Regional Education Center 54 Rindge Avenue Extension Cambridge, MA 02140
PROGRAM TYPE :	Local Parent Group
POPULATION SERVED :	Parents of handicapped children
PROJECT ABSTRACT :	This sixteen session training program was designed to teach parents of special needs children ways to work with their children at home. Parents were to learn the basic developmental stages of children, strategies for positive behavior management, and methods for improving communication within the family. Parents were also to learn how to better utilize community resources. This program was to improve parents' understanding of their children's needs at different developmental levels and was provide them with ways to meet these needs.
PROJECT MATERIALS DEVELOPED FOR PARENT USE:	Not indicated.

PROJECT TITLE : TRAINING WORKSHOPS FOR VOLUNTEER
NEWTON PUBLIC SCHOOLS

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617/547-7472

PROJECT ADDRESS : Greater Boston Regional Education Center
54 Rindge Avenue Extension
Cambridge, MA 02140

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of handicapped children and school volunteers

PROJECT ABSTRACT : This project will provide training for school volunteers and parents who will lead a disability awareness program in eleven schools in Newton. The program reaches primarily fourth grade students, but is given to third, fifth, and sixth graders as well in some schools. The consultants were to deliver eleven workshops to provide skill development and training for the volunteers on all aspects of the curriculum including the following areas: Blindness, Deafness, Physical Limitations, Mental Retardation and Epilepsy. The participants were to learn how to help children replace stereotypes with positive attitudes and will also learn how to train other volunteers in the curriculum.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : PARENT AWARENESS ON THE CHAPTER 766 PROCESS
RANDOLPH PUBLIC SCHOOLS

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617/547-7472

PROJECT ADDRESS : Greater Boston Regional Education Center
54 Rindge Avenue Extension
CAmbridge, MA 02140

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of handicapped children

PROJECT ABSTRACT : Ten 2 hours training sessions were to help parents better understand and work with their special needs children. Parents learned observation and listening skills and how to communicate more effectively with other parents and professionals. Parents also learned more about the 766 process including assessments, timelines, educational plans, and regulations. At the completion of this program parents will be able to better help their chilren at home and at school.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : TRAINING FOR PARENTS OF SPECIAL NEEDS CHILDREN
SOMERVILLE PUBLIC SCHOOLS

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617/547-7472

PROJECT ADDRESS : Greater Boston Regional Education Liaison
54 Rindge Avenue Extension
Cambridge, MA 02140

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of handicapped children

PROJECT ABSTRACT : This training program was to help parents learn how to be effective members of educational team meetings. They learned the meaning of the terms used during the special education team meetings and developed an understanding of the tests and assessments used by school staff members. Parents also learned ways to help their children learn at home. At the completion of this program, parents were to better prepared to work cooperatively with the school staff in meeting the needs of their children.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : BUILDING STEPS FOR SUCCESSFUL PARENTING
WATERTOWN PUBLIC SCHOOLS

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617/547-7472

PROJECT ADDRESS : Greater Boston Regional Education Center
54 Rindge Avenue Extension
Cambridge, MA 02140

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of handicappred children

PROJECT ABSTRACT : This six hour three session program will help parents develop skills to better understand and work with their special needs children. Parent will learn ways to communicate more effectively with their children as well as ways to increase their children's self-confidence. The training will foster a more positive learning experience for parents and their special needs children both at school and in the home.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : PARENT TRAINING PROGRAM IN SPECIAL EDUCATION
WEST BRIDGEWATER PUBLIC SCHOOLS

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617/727-1440
Ext. 445

PROJECT ADDRESS : Southeast Regional Education Center
P.O. Box 28
Middleboro, MA 02346

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of handicapped children, teacher and other educators.

PROJECT ABSTRACT : Six 2-hour sessions, consisting of lectures, small group discussions and video presentations, were conducted for parents, classroom and special education teachers, and other educators to provide them with an opportunity to exchange information, ideas, and experiences with regard to special education. Following the training participants will be able to play a more active role in the educational planning process and to function as a source of information and assistance to parents, teachers and community about special needs students. Special needs students will benefit from the increased advocacy role assumed by the participants.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : INSERVICE TRAINING FOR MATH VOLUNTEERS
WESTON PUBLIC SCHOOLS

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617/547-7472

PROJECT ADDRESS : Greater Boston Regional Education Center
54 Rindge Avenue Extension
CAmbrdige, MA 02140

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents and those who serve as math volunteers, teaching children with special needs.

PROJECT ABSTRACT : This 18 hour training program is for parent volunteers to enhance their teaching of math in grades 1-8 in the Weston Public Schools. The training will focus on alternative strategies and styles appropriate for children with special needs. The program will be the beginning of an organized math volunteer program that will complement an existing writing volunteer program and it will provide for more individualized instruction for children having difficulties with math.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE: Weston Special Education Parent Advisory Council

CONTACT PERSON: Nancy J. Patton, Chairman 617/891-7473

PROJECT ADDRESS: 316 Highland Street
Weston, MA 02193

PROGRAM TYPE: Local Parent Group

POPULATION SERVED:

PROJECT ABSTRACT: The goals of the Council are:

1. To encourage improvement in the community's special education programs.
2. To further communication among parents of special needs children, teachers, and administrators.
3. To support Weston parents when they need help with their special needs children.

In addition to at least nine general meetings, the Council meets with the School Committee once a year to discuss the Council's recommendations.

Activities of WSEPAC are as follows:

1. They had input in the development of Weston's application and Annual Program Plan for Special Education and the school budget process.
2. Members have been included on search committees, task forces and inservice training programs.
3. Concern over services of an educational collaborative led to observation and analysis of 19 programs during 1980 by a team of Council members paired with the Weston special education staff, resulting in a change of collaborative in 1981.
4. At the request of the Special Education Administrator, WSEPAC helped to develop ideas with him on enriching the alternative high school's curriculum. It also helped to obtain local education and entitlement monies to make the necessary changes.
5. Parent visits to special education programs occur each month, followed the next month by a presentation to the WSEPAC group by the teacher of that program, with an invitation extended to children in that particular class or program.

PROJECT ABSTRACT (continued):	This Parent Advisory Council was named as a "Promising Practice" by the Massachusetts Department of Education in 1981.
PROJECT MATERIALS DEVELOPED FOR PARENT USE:	Bylaws Annual Reports to the School Committee Newsletters Meeting Agendas Articles from the Handbook for Parents

PROJECT TITLE : EFFECTIVE PARENTING AND CHILD-REARING OF YOUNG SPECIAL NEEDS CHILDREN. WEYMOUTH PUBLIC SCHOOLS

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617/547-7472

PROJECT ADDRESS : Greater Boston Regional Education Center
54 Rindge Avenue Extension
Cambridge, MA 02140

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of handicapped children

PROJECT ABSTRACT : Forty 1½ sessions were conducted for parents of special needs children to learn how to use a support group as a resource in understanding their child's disability. Following the training parents were to be able to understand and carryover basic behavioral modification techniques and teaching strategies used with their children in the classroom.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

TITLE : PARENTS AS TEACHERS OF THEIR HANDICAPPED CHILDREN

CONTACT PERSON : Mark R. Wolery
206/543-856

150-page paperback $3

AVAILABLE FROM : WESTAR
215 U. District Building
1107 N.E. 45th
Seattle, Washington 98105

ABSTRACT : The annotated bibliography contains 196 references and resources dealing with parents as teachers. It is useful for parents, parent trainers, and other professionals interested in research and materials appropriate for parent use. Five areas are addressed: self-help, motor, language, cognitive, and social-emotional.

TITLE : PARENTS....YOU'RE PART OF THE TEAM

CONTACT PERSON : Staff of the Regional Resource Center and Childfind and Direction Service 402/471-3147

1980 (rev. ed.) 38 page booklet No charge

AVAILABLE FROM : Nebraska Department of Education
Special Education Branch
301 CEntennial Mall South
Lincoln, Nebraska 68509

ABSTRACT : The handbook provides parents of handicapped children with practical suggestions on how to work with school personnel to plan an appropriate educational program for their child.

TITLE : TOYBRARY

CONTACT PERSON : Staff of the Nebraska Special Education Branch and Nebraska Childfind

1980 (rev.) 4-page brochure

ABSTRACT : The brochure describes ToyBrary, collections of toys located at libraries across Nebraska. The toys, which encourage developmentally sound learning in preschool children, are appropriate for all children, but particularly the handicapped.

HEARING IMPAIRED

Books, Articles & Printed Materials

A PARENT'S GUIDE:RESIDENCE PROGRAMS. Washington, D.C.: College Press, 1982.

Parents planning to enroll their deaf children in a residential program will appreciate this brochure. It presents approaches for dealing with staff rules, activities, food, clothing, travel, letters, and discipline.

A PARENT'S GUIDE:SEX EDUCATION. Washington, D.C.: College Press, 1982.

A brief informative brochure for parents with a hearing-impaired child. Includes statements on attitude, communication, vocabulary, values, facts, a comfortable atmosphere, home, and school in relation to the child's sex education.

AREAS OF NEED IN DAY CLASS PROGRAMS FOR DEAF CHILDREN: THE PARENTS' POINT OF VIEW. Washington, D.C.: College Press, 1982.

A summary of the proceedings of a conference which focused on problem areas common to families with deaf children in day school programs. It includes recommendations made by the participants.

Barnes, Bart. "Cued Speech Keeps Deaf Pupils Ahead". CHILDREN TODAY, Vol. 7, 1978, pp. 29-30.

Cued speech is a manual supplement to lip reading. Hard shapes and positions are used near the lips to make all the sounds of the English language. Parents can learn the method in 12 to 15 hours, thus they can teach their children at home and consistency will develop. Deaf children do not learn the spoken language well enough and therefore do not speak well. This method emphasizes a visual communication system at home that helps the child learn the correct syntax of everyday language. The parents can play an important role in making this method a successful ordinary part of the deaf child's life.

Bowie, P. "Most Daring Woman on Earth". READERS DIGEST, Vol. 112, June 1978, pp. 126-129.

This article relates the story of Kitty O'Neil, a child who lost her hearing to a series of diseases. She succeeded in becoming a stunt woman for television movies. Her mother played an important part in her early development by teaching the baby to swim and respond to directions and then read lips and speak by utilizing Kitty's other senses. Her mother eventually established her own school for the deaf in Texas.

Brull, Richard G. MAINSTREAMING THE PRELINGUALLY DEAF CHILD. Washington, D.C.: College Press, 1980.

Many educators of hearing impaired children are concerned that in the race to mainstream handicapped children, the handicap of prelingual deafness will not be recognized or taken into account. The book investigates the actual status of prelingually deaf children in various patterns of mainstreamed programs. In addition, Dr. Brull looks at the different forms of special education programs, identifies support services necessary to carry them out, and discusses the advantages of such programs with educators in the field. This reference is designed to meet the needs of professional educators of deaf children and to facilitate the planning of appropriate alternative programs for prelingually deaf children.

Castle, Dian L.; and Warchol, Barbara. "Rochester's Demonstration Home Program: A Comprehensive Parent - Infant Project". PEABODY JOURNAL OF EDUCATION, Vol. 51, No. 3, April 1974, pp. 186-191.

This program is designed for parents of children from birth to age 3 who are suspected of being hearing impaired. It focuses on teaching parents how to accelerate the listening skills and language development of the children through the use of everyday household activities. (ERIC)

Courtman-Davies, Mary. YOUR DEAF CHILD'S SPEECH AND LANGUAGE. New Hampshire: Chotto, Bodley Head and Jonathan Cape, 1979.

Intended for parents of hearing impaired children, the text discusses the nature of speech and suggests ways in which parents can stimulate their children's speech. Introductory sections review basic communication, the effects on parents and family, diagnosis and audiometry, factors beyond degree of deafness that influence speech and language development in the hearing impaired child, listening and looking, early years, and maturation. Following a discussion of teaching tips, five chapters suggest ways to increase learning of naming, action, and descriptive words. (ERIC)

Croft, John C. "A Look at the Future for a Hearing Impaired Child of Today". VOLTA REVIEW, Vol. 76, No. 2, Feb. 1974, pp. 115-122.

The parent of a 7½ year old child with a profound hearing loss describes the family's philosophy in raising the child and the training program used to encourage optimum use of residual hearing. Explained is the auditory approach which stresses teaching the deaf child to hear through such means as early detection of the impairment, a unisensory approach, and a normal learning environment. Provided are Jane's audiograms over a 5-year period which show improved listening abilities. (ERIC)

Dale, Dion Murray-Crosbie. LANGUAGE DEVELOPMENT IN DEAF AND PARTIALLY HEARING CHILDREN. Illinois: Charles C. Thomas, 1974.

Designed for parents and teachers, the manual explains teaching methods for developing language in deaf or partially hearing children and suggests topics of language instruction for hearing impaired children of various ages.

Dogger, Ada Ruth. LISTEN PLEASE????? New York: Carlton Press, Inc., 1974.

This informal book for parents is written from a hearing impaired child's point of view.

Ewing, Alexander; and Ewing, Ethel. HEARING IMPAIRED CHILDREN UNDER FIVE: A GUIDE FOR PARENT AND TEACHERS. Washington: Manchester University Press, 1971.

This book begins with the issue of recognizing the problems of the hearing impaired and the needs that arise for the child. Screening tests are discussed and teaching methods are outlined. The book first directs parents to work with the child as an individual and not compare him to other normally developing children. The authors suggest that parents see the problem in perspective, realizing that problems occur in all homes and the handicapped child may aggravate these problems or create new ones. The parents are told that they must adapt their behavior to allow for husbands and wives to work together.

Parents need to spend a great deal of time on normal routines to increase communication. Siblings should be brought into home training to ease the burden on the parents and develop relationships. The parents are prompted to let the child be as independent as possible. Outside contacts should be brought in such as friends and their children.

Ferris, Caren. A HUG JUST ISN'T ENOUGH. Washington, D.C.: Gallaudet College Press, 1980.

Parents of hearing impaired children share their experiences. Illustrated with 80 color and black and white photographs, parents of 79 hearing impaired children describe the joys and difficulties of raising their children. They discuss such things as their expectations, feelings, concerns, responsibilities, and decisions.

Flygare, Thomas. "Schools and the Law". PHI DELTA KAPPAN, Vol. 62, 1980, pp. 210-211.

The activity of parents in legal action is presented in this article. Two cases are described, one involves parents who bring a school system to court in order to gain a full-time interpreter for their deaf child. The other case involves a group of parents demanding that the school year for their children not be limited to 180 days because of the need for more training in self help skills. The article states that there appears to be a trend toward the courts stretching the federal law to the limit in favor of parents.

Freeman, Roger D.; Carbin, Clifton; and Boese, Robert J. CAN'T YOUR CHILD HEAR? Maryland: University Park Press, 1981.

A complete and compassionate book for parents of deaf children that answers the questions parents often ask about deafness. As a practical guide for helping young children, this book also explores the alternative approaches to communication for the deaf. Using a bilingual/bicultural approach, the authors recommend total communication as the best method to help establish the deaf child as a well adjusted member of society. The book has also been endorsed by key associations for the deaf.

Froehlinger, Vira J. (Ed). TODAY'S HEARING IMPAIRED CHILD INTO THE MAINSTREAM OF EDUCATION: A PRACTICAL GUIDE FOR TEACHERS, PARENTS AND ADMINISTRATORS. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1981.

This book is a practical guide for parents of hearing impaired children. Chapters include; "Hearing Impaired - Its Nature and Needs", "The Law and its Implications", "Assessment and the IEP", "Language and Reading", "Parenting the Hearing Impaired Child and the Family", and "Educational Support Services ". (ERIC)

Giangreco, Joseph C. THE EDUCATION OF THE HEARING IMPAIRED. Illinois: Charles C. Thomas, 1970.

Personal, social, and educational problems related to children and youth who have deficiencies of hearing are the topics of this book, written for the student in training as well as the handicapped child and his family.

Greenberg, Mark T. SOCIAL INTERACTION BETWEEN DEAF PRESCHOOLERS AND THEIR MOTHERS: THE EFFECTS OF COMMUNICATION METHOD AND COMMUNICATION COMPETENCY. Seattle: Washington University Grad School.

SEE Early Childhood.

Horn, Pat. "Deaf Children Develop Sign Language On Their Own". PSYCHOLOGY TODAY, Vol. 11, No. 7, 1977, pp. 21-22

Six deaf children described in this article developed their own form of sign communication through gestures and multi-sign phases. The parents had concentrated on spoken language with their children rather than sign, yet the children were able to develop a series of signs expressing semantic relationships. The researchers found that only a quarter of the signs were common to mother and child and that each child invented signs on his own.

Katz, Lee; and Others. THE DEAF CHILD IN THE PUBLIC SCHOOLS - A HANDBOOK FOR PARENTS OF DEAF CHILDREN. Illinois: Interstate Printers and Publications, Inc., 1974.

This handbook for parents of deaf children offers guidelines to public education opportunities in a question and answer format.

Kvaraceus, W.; and Hayes, E. IF YOUR CHILD IS HANDICAPPED. Boston: Porter Sargent, 1969.

SEE General.

Laporta, Rita Ann; and Others. MAINSTREAMING PRESCHOOLERS: CHILDREN WITH HEARING IMPAIRMENTS. A GUIDE FOR TEACHERS, PARENTS AND OTHERS WHO WORK WITH HEARING IMPAIRED PRESCHOOLERS. Washington, D.C.: Administration for Children, Youth and Families (DHEW), 1978.

This guide to mainstreaming preschoolers with hearing impairements is one of a series. The guide is addressed to parents and others who work with the hearing impaired. Chapters include information of the meaning, benefits, and implementation of mainstreaming. The role of the teacher in mainstreaming is discussed, and sources of assistance are listed. Types and causes of hearing loss, problems in diagnosis and referral, and the development and functioning of children with all levels of hearing impairments are reviewed. (ERIC)

Lebuffe, Leon A.; and Lebuffe, James R. "The Learning Vacation: A Formula for Parent Education". TEACHING, March 1982, pp.182-183.

Initiated in 1974 at Gallaudet College in Washington D.C. the Learning Vacation is a successful model for involving the entire family in learning about accepting, and dealing with a handicapped child. The program runs from 6-14 days and is mostly for severely or profoundly hearing impaired children. Already a well established success, this approach can work equally well for families who have children with other types of disabilities.

LEARNING TO TALK: SPEECH, HEARING, AND LANGUAGE PROBLEMS IN THE PRE-SCHOOL CHILD. Maryland: National Institute of Neuroloical and Communicative Disorders, 1977.

Intended for parents, the booklet provides information on speech, hearing and language problems in the preschool child. Sections cover characteristics of the child with communication problems; definitions of communication disorders; the physiology of speech; and causes of speech problems. Appended is information on where to take the child, how to find services, and resources for information. (ERIC)

McGee, Donald I. "IEP's for Hearing-Impaired Children: Information for Parents and Teachers". VOLTA REVIEW, Vol.81, No. 4, May 1979, pp. 199-210.

The article provides information for parents and teachers of hearing impaired children concerning federal requirements for the individualized educational plan and gives samples of annual goals and short term objectives. The five requirements mandated by law are listed as 1). a description of present levels of educational performance; 2). a list of annual goals and short term objectives; 3). the specific education services to be provided; 4). the degree of participation in general education activities; and 5). an evaluation of achievement of objectives. A checklist for parents is included. (ERIC)

Miller, Alfred; and Others. HEARING LOSS, HEARING AIDS AND YOUR CHILD: A GUIDE FOR PARENTS. Ilinois: Charles C. Thomas, 1980.

The book is designed to acquaint parents with hearing loss and the use of hearing aids, particularly in children. Chapter I defines hearing loss and explaines how to identify hearing loss in children. Chapter II focuses on preparing the child and parent for a hearing evaluation and hearing aid evaluation. A third chapter describes some of the most common varieties of hearing aids. A final chapter focuses on therapy for this child in the regular classroom. (ERIC)

Naiman, Doris W. (Ed). NEEDS OF EMOTIONALLY DISTURBED, HEARING IMPAIRED CHILDREN. New York: Deafness Research and Training Center, 1975.

The group of children labeled deaf and emotionally disturbed is a heterogeneous one that defies any implementation of one setting or one curriculum. The problem is viewed from many perspectives in this research. All parents are seen as needing assistance to accept and communicate with their child. Parents are discouraged and embarrassed and therefore are difficult to involve in programs. A multifaceted program is described where parents were given assistance in coping with their problems through many approaches such as financial assistance, emotional support, communication assistance, and providing older deaf role models. The staff members visited homes, attempting behavior management through communication. There is also an intense all day program for families.

involvement of deaf adults, and an adaptation to Spanish speaking families.

Naiman, Doris; and Schein, Jerome E. FOR PARENTS OF DEAF CHILDREN. Maryland: National Association of the Deaf, 1978.

The book suggests way in which the parents of deaf children can help and communicate with them. A general orientation to the problems that accompany childhood deafness if presented and the feelings and emotions which can weaken or enrich a family are considered. Chapter three offers a perspective for planning the child's future, from early schooling to adulthood. The issue of communication is discussed in Chapter four. Chapter five focuses on problems presented by social relations. Chapter six discusses the application of general principles to such specific situations as education, holidays, and advice of experts and friends. (ERIC)

National Center for Law and the Deaf, Gallaudet College. THE LEGAL RIGHTS OF HEARING - IMPAIRED PEOPLE. Washington D.C.: Gallaudet College Press, 1980.

This practical, illustrated book focuses on the legal rights of hearing impaired people in such crucial areas as education, employment, medical care, and social services. Examples are provided of common legal problems and communication barriers that arise between deaf people and the primary institutions of society. The latest federal and state statutes and administrative procedures which prohibit discrimination against handicapped people are described in lay terms. Procedures to ensure compliance with the law are outlined and variations are explained.

Northcott, W. CURRICULUM GUIDE: HEARING-IMPAIRED CHILDREN - BIRTH TO THREE YEARS - AND THEIR PARENTS. Minnesota: State Department of Education, 1971.

A description of the components of a comprehensive infant program which focuses on a home centered, parent-guided, natural language approach to learning based on the child's daily activities. The book provides guidelines for the development of the infant program, parent guidance and education, principles of language development, and parent-child interaction problems. Includes program objectives for parent and child and suggested daily home activities, as well as experience charts and auditory training exercises. (TPTT)

Northcott, W. I HEARD THAT: A DEVELOPMENTAL SEQUENCE OF LISTENING ACTIVITIES FOR THE YOUNG CHILD. Washington D.C.: Alexander Graham Bell Association for the Deaf, Inc., 1978.

The booklet describes auditory and listening skills development and presents for parents of young hearing impaired children a sequence of auditory learning objectives. Ten primary and three secondary objectives are followed by an evaluation checklist of eight levels of auditory communication and two levels of receptive and expressive speech-language. The use of experience charts in language instruction is examined. (TPTT)

Northcott, W. "Language Development Through Parent Counseling and Guidance". VOLTA REVIEW, Vol. 68, May 1966, pp. 356-360.

A discussion of preschool education for the handicapped through guidance with the parents. Considers such areas as parent needs, counselor qualifications, initial interview, additional visits, and language development. A rationale and specific goals for the child are offered. (TPTT)

Northcott, W. "Parenting a Hearing-Impaired Child". HEARING AND SPEECH NEWS, Vol. 41, September-October 1973, pp. 10-12, 28-29.

A description of a systems approach to parent participation in a program for ninety-six children under three years of age in the Minneapolis Public Schools. The program features information exchange, the facilitation of growth in parents through opportunities to practice child management and the establishment of trust between parents and the teacher. Discusses various aids for parents, such as weekly visits, meetings for fathers only, etc.

"Parents and Public Law 94-142". NEW SOUNDS, Vol. 2, No. 5, June 1977, pp. 1-7.

Provided for parents of aurally handicapped children is an explanation of the basic tenets of public law 94-142, the education for all handicapped children act. Such questions as where money is spent in mainstreaming and the parents' part in the education program are addressed. It also includes a list of suggested reading materials and the names and addresses of children's rights coordinators in 20 states and territories. (ERIC)

Pollack, Doreen. "Denver's Acoupedic Program". PEABODY JOURNAL OF EDUCATION, Vol. 51, No. 3, April 1974, pp. 180-185.

SEE Early Childhood.

Rotter, P. A PARENT'S PROGRAM IN A SCHOOL FOR THE DEAF. Washington: Alexander Graham Bell Association for the Deaf, Inc., 1969.

A monography aimed at helping parents with existing programs and for improving their own efforts at raising a deaf child. Among the topics discussed are: the importance of parent involvement, the means of establishing school-home communication, the nature of parent programs, the role of parents and the schools in such programs, a mental health approach to meeting parents' needs, a survey of the types of parent activities, and the origin of parent education in U.S. schools. [illegible]

Stern, Virginia. NEVER TOO YOUNG. New York: Lexington School for the Deaf, 1975.

Presented for parents are suggestions for helping their young hearing impaired children develop listening and language skills at home. Numerous photographs show five common home situations which offer opportunities for language and speech development.

Watson, Marcia J.; and Nicholas, Judith. A PRACTICAL GUIDE TO THE TRAINING OF LOW FUNCTIONING DEAF-BLIND. Connecticut: Connecticut Institute for the Blind, 1973.

See Visual Impaired.

PROJECT TITLE : EDUCATION CENTER FOR HEARING IMPAIRED INFANTS, PRESCHOOL CHILDREN AND THEIR PARENTS

CONTACT PERSON : Lois Pastel, Director 602/967-0636

PROJECT ADDRESS : PO Box 27708
Tempe, Arizona 85282

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Up to 12 children aged birth to 5 years, with mild to profound hearing losses or speech and/or language delays, and their parents.

PROJECT ABSTRACT : Program for Children

The focus of intervention is on parent education and active participation in the Education Center. Services include parent guidance and counseling, audiological assessment and management, evaluation and individual therapy for the child, enrollment of 3 to 5 year olds in a regular preschool, support for the child and the preschool staff in this mainstream setting, and consultants for psychological and occupational therapy services. Inservice training sessions are designed to provide the personnel of the project and preschool(s) with information about hearing loss and with strategies for intervention; the goal is successful integration for the hearing impaired child. The project uses hearing children as models for language and communication at the preschool level, and uses the auditory-oral approach to communication with special attention on the development of an auditory function.

Measures of Child Progress

The project staff uses a variety of instruments, depending on the child's age and abilities, for measuring child progress. Initial evaluation focuses on the child's current level of functioning in receptive and expressive language and overall development. The Koontz Developmental Program, Preschool Language Scale, Communicative Evaluation Chart and biannual videotapes of the child and parent contribute to the record of progress.

Program for Parents

Parents participate in the development of an educational plan for their child and are included in the therapy sessions; parents receive guidance in working with their child. They attend individual counseling sessions, group meetings, and an ongoing parent education program. In addition, parents participate as aides in the preschool and serve as members of the Advisory Council.

EDUCATION CENTER FOR HEARING IMPAIRED INFANTS (CONT'D):

PROJECT MATERIALS DEVELOPED FOR PARENT USE	: Notes and/or newsletters indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : CENTER FOR EDUCATION OF INFANT DEAF (CEID)

CONTACT PERSON : Jill Boxerman and Mary Molacavage 415/775-5700
Co-Directors

PROJECT ADDRESS : 1428 Bush Street
San Francisco, CA 94109

PROGRAM TYPE : Handicapped Children's Early Education Program
Demonstration Project

POPULATION SERVED: Seventeen children aged birth to 36 months and their families.. Handicapping conditions include hearing loss, bilateral, sensorineural losses ranging from moderate to severe, conductive losses, hearing and vision impairments, serves families of various ethnic and cultural minority groups.

PROJECT ABSTRACT : Program for Children

CEID is a home and center-based project; parents receive weekly home visits. An experiential child-centered nursery school began operation in January, 1981, in conjunction with a Head Start program. The program uses total communication with the children and their families. *Signing Exact English* is the reference for the program's sign language component; *Parent-Infant Communication* is the language curriculum.

Measures of Child Progress

To develop the IEP, the staff administers two criterion measurements upon enrollment and at the end of the year: Koontz Child Development Program and Parent-Infant Communication. In addition, the Home Observation Scale and Teaching Scale-Nursing Child Assessment are used on a pre/post test basis for program evaluation. A hearing screening program and a referral program are being developed to be used as part of routine well baby check-ups. The project stresses involvement with professional and nonprofessional members of the deaf community. The project runs an inservice training program for education, medical, audiological and health professionals serving families with deaf children.

Program for Parents

Parents and siblings are involved in home visits, nursery school, sign language classes, parent information and support groups. Parents maintain records of children's language development and participate in the advisory board. The local legal agency, Bay Area Center for Law and the Deaf, provides assistance in advocacy issues. A transitional program policy is being developed with the San Francisco United School District.

CENTER FOR EDUCATION OF INFANT DEAF (CONT'D):

PROJECT MATERIALS DEVELOPED FOR PARENT USE :	Formal notes and/or newsletters indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : UNISENSORY PROJECT

CONTACT PERSON : Ellen A. Rhoades, Director 404/237-6141

PROJECT ADDRESS : PO Box 95025
Atlanta, GA 30347

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Twenty hearing impaired children, aged birth to 6 years and 10, aged birth to 3 years, and their families.

PROJECT ABSTRACT : Program for Children

The full-year program provides weekly home or center-based demonstration therapy sessions using the auditory-verbal or unisensory approach. Parents act as co-therapists daily. The project mainstreams all children aged 2 to 6 years in community preschools; staff visit the children monthly. In addition, the project offers comprehensive and community-based audiological management.

Measures of Child Progress

UNIsensory administers general pre and post measures using the Minnesota Preschool Scale and tests general co-munication development quarterly using the Bzoch-League Receptive-Expressive Emergent Language Scale and the Preschool Language Scale. The project uses other instruments for formative/summative measures in the areas of receptive language, expressive language, speech, listening, auditory memory and home/parent-child interaction.

Program for Parents

Parents act as co-therapists in the UNIsensory approach and carry out activities demonstrated in the weekly therapy sessions. They collaborate with the staff in audiological management and mainstreaming, participate in dissemination activities and serve on the advisory council. During an intensive orientation period, the project provides information on sound audiological management and on understanding hearing loss. Parents meet with therapists monthly to discuss individual child progress and in-group meetings with staff to discuss interests of the parents.

PROJECT MATERIALS: Not indicated.

(1980-82 TADS/WESTAR)

PROJECT TITLE : HOME LEARNING CENTER

CONTACT PERSON : Joan Osgood, Director 317/285-4940

PROJECT ADDRESS : 305 North McKinley
Muncie, IN 47306

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Project

POPULATION SERVED: Infants and young children aged birth to 5 years with severe and prfound hearing losses, and their parents.

PROJECT ABSTRACT : Description of Demonstration Model

Since the critical period for language learning is from birth to 2 years, children previously labelled deaf can, with modern hearing aides, learn to talk. In a home-based program, parents "feed in" language to their child aged birth to 3 years in the course of daily activities. A preschool program provides structured language learning to children aged 3 to 5 years.

Major Outreach Goals

To locate hearing impaired children before aged 2 years, provide hearing aides and help their parents teach them to talk.

Major Outreach Services

The project promotes awareness, provides training and technical assistance and develops and distributes products.

PROJECT MATERIALS DEVELOPED FOR PARENT USE : Curricula and parent education materials indicated but not named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : HEARING IMPAIRED PROJECT OUTREACH

CONTACT PERSON : Markel K. Drum, Director 502/685-3131 Ext. 269 or 266

PROJECT ADDRESS : 120 West 7th Street
Owensboro, KY 42301

PROGRAM TYPE : Handicapped Children's Early Education Program, Outreach Project

POPULATION SERVED: Hearing impaired young children and their families.

PROJECT ABSTRACT : The model uses a high-risk registry and a public information program to provide early identification services for hearing impaired young children.

Major Outreach Goals

To provide early identification services and audiological management to families of hearing impaired children and to facilitate family involvement in the education of their hearing impaired child.

Major Outreach Services

The project provides training and technical assistance, develops and disseminates products and stimulates state involvement in the support and provision of programs.

The adaptation of the LAP-D for behavioral assessment for children with hearing impairment is a unique feature of this project. The project will hold training in the use of this tool at four sites during January, February and March 1981.

Seven sites are known to be using components of the demonstration model.

PROJECT MATERIALS: Not indicated.

(1980-82 TADS/WESTAR)

PROJECT TITLE : CENTRAL INSTITUTE FOR THE DEAF EARLY EDUCATION PROJECT

CONTACT PERSON : Audrey Simmons-Martin, Director 314/652-3200

PROJECT ADDRESS : 818 South Euclid
St. Louis, MO 63110

PROGRAM TYPE : Handicapped Children's Early Education Program
Outreach Project

POPULATION SERVED: Families of hearing impaired children, aged birth to 4 years.

PROJECT ABSTRACT : This is an early intervention program designed to help parents assume their natural role as the child's primary language teacher.

Major Outreach Goals
To provide training to professionals providing services to preschool children and their parents.

Major Outreach Services
Awareness activities, product development, stimulation of high quality programs, stimulation of states, personnel preparation and consultative assistance.

Features and Products
The project staff holds parent-oriented, individualized sessions in a demonstration home setting to teach parents strategies and techniques for use in their own homes.

Thirty-five sites are known to be using components of the demonstration model.

PROJECT MATERIALS: DEVELOPED FOR PARENTS USE Slide Tapes with scripts:

Auditory Global Set
Behavioral Audiometry
Home Settings for Child Growth

Video Cassettes:

Learning the Role of Parents of a Hard of Hearing Child: Greg
Learning the Role of Parents of a Hard of Hearing-Impaired Child: Lisa
Learning the Role of Parents of a Child with Profound Deafness: "E.J."

PROJECT TITLE : PROJECT SKI-HI OUTREACH

CONTACT PERSON : Thomas C. Clark, Director 801/750-1369

PROJECT ADDRESS : Dept. of Communication Disorders
UMC 10
Logan, UT 84322

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Project

POPULATION SERVED: Hearing impaired children aged birth to 6, and their families.

PROJECT ABSTRACT : The project offers awareness activities, dissemination conferences, development of curricular materials, training, information dissemination, on-site technical assistance and program evaluation through a nationwide data bank to meet 2 major goals:

- to assist educational agencies in providing high quality home intervention services for presently unserved preschool hearing impaired children.
- To assist educational agencies in improving services for those children presently receiving services.

Major Outreach Services

Further the project's administration component. Includes child identification and processing and program management. Direct Services to the children and their parents include home visits, curriculum teaching, hearin aid management, and auditory, communicative and language skills training. Support services include audiological, psychological and materials support. 82 sites are known to be using components of the demonstration model.

PROJECT MATERIALS DEVELOPED FOR PARENTS USE : Booklet: "Ski-Hi Language Development Scale"

(1980-82 TADS/WESTAR)

PROJECT TITLE : PRE-COLLEGE PROGRAMS - GALLAUDET COLLEGE

CONTACT PERSON : 202/651-5258

PROJECT ADDRESS : P.L. 94-142 Program Office
Gallaudet College
7th and Florida Avenue, NE
Washington, D.C. 20002

PROGRAM TYPE : Hearing impaired children and their parents.

POPULATION SERVED: Gallaudet College P.L. 94-142 office provides information and training for parents and educators regarding the rights, responsibilities and procedures established by P.L. 94-142 and its regulations. This has been done through workshops and publications.

The office coordinates activities of parents, educators and advocates to ensure that hearing impaired children's rights under 94-142 are emphasized. It shares information on Office of Special Education Policies, as well as on due process and court cases similar to proceedings in which parents and educators are involved. It shares information on the availability of evaluators and witnesses.

The office collects and maintains reference files on newspapers and journal articles and other information related to hearing impairment, and P.L. 94-142, serving as a resource to professional organizations, as well as to parent and advocacy groups.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Parents Guide to the IEP
Public LAW 94-142 Resource Directory
For each state statewide resource paper and individual service provided and the types of services they offer are given.

PROJECT TITLE : INTERNATIONAL ASSOCIATION OF PARENTS OF THE DEAF, INC.

CONTACT PERSON : Jacqueline Mendelsohn 301/585-5400

PROJECT ADDRESS : 814 Thayer Avenue
Silver Spring, MD. 20910

PROGRAM TYPE : International parent/professional organization with state or local affiliates.

POPULATION SERVED: Parents of children who are deaf or hard of hearing as well as professionals and friends.

PROJECT ABSTRACT : The organization publishes and distributes a bi-monthly newsletter for parents and others, and resource materials; develops and distributes position papers to support parents in IEP meetings, court cases, and group discussions; parents in Congress or education matters; holds national conventions which inform parents, increase parent networking, and stimulate information of parent affiliates; provides information and referral for parents who call or write. The organization has launched a funding drive for a trust fund to secure expanded services for deaf and hard of hearing children and their families. A Speakers Bureau provides speakers for national, regional, and local workshops, conventions and meetings.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: See IAPD Resource List for handbooks and other publications of the organization on the following issues - adoption, legislation, family relationships, mainstreaming, multi-handicapped children, technology, appropriate educational programs, early identification, etc.

PROJECT TITLE : THE ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF, INC.

CONTACT PERSON : Not indicated.

PROJECT ADDRESS : 3417 Volta Place, NW
Washington, D.C. 20007

PROGRAM TYPE : National, private non-profit organization

POPULATION SERVED: Parents, professionals and the hearing impaired. The association is committed to broadening educational, vocational, and personal opportunities for all hearing-impaired persons and their parents through the following activities:

1. consulting services to parents through a nationwide team of volunteers
2. legal advocacy - Children's Rights Program
3. conferences, workshop, in-service training and biennial international convention. Audience participation is encouraged.
4. individual information and referral and information brochures
5. public information campaign - "Hearing Alert", with accompanying pamphlets, available in Spanish
6. Lending Library - books may be borrowed by mail
7. Community based support groups affiliated with the Association - International Parents' Organization (IPO) cooperates with diverse groups to obtain maximum education and social benefits for the hearing impaired.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Publications - A.G. Bell Publications
Journal - The Volta Review - six regular issues per year plus a single-topic monograph
Newsletter - Newsounds - ten issues per year
Monograph - The Rights of Hearing Impaired Children, Gery W. Nix, Editor

PROJECT TITLE : SIGN LANGUAGE INSTRUCTION FOR PARENTS OF YOUNG, HEARING IMPAIRED CHILDREN. BEVERLY SCHOOL FOR THE DEAF

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617/727-0600

PROJECT ADDRESS : Northeast Regional Education Center
219 North Street
North Reading, MA 01864

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of young hearing impaired children

PROJECT ABSTRACT : Eight one-hour sessions were conducted for parents of young, hearing impaired children to learn common signs for communication in the home. Following the training participants were to increase the length and complexity of communication with their children. Hearing-impaired children were to benefit from this program with increased interaction with family members through the use of a standard communication system.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : TRAINING FOR PARENTS OF DEAF AND HARD OF HEARING CHILDREN. LOWELL PUBLIC SCHOOLS

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617/727-0600

PROJECT ADDRESS : Northeast Regional Education Center
219 North Street
North Reading, MA. 01864

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of deaf and hard of hearing children.

PROJECT ABSTRACT : Eight 3-hour workshops will be conducted for parents of deaf and hard of hearing children to expose them to the wide range of opportunities, services, jobs, life-styles, and activities available to the deaf. Following the training, participants will be able to contribute positively to the team evaluation process of their child. Hard of hearing students will benefit from the increasingly active role of their parents.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : NEIGHBORHOOD PARENT SUPPORT GROUPS
WILLIE ROSS SCHOOL FOR THE DEAF

CONTACT PERSON : Commonwealth Inservice Institute Liaison 413/739-7271

PROJECT ADDRESS : Springfield Regional Education Center
88 Massasoit Avenue
West Springfield, MA 01089

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of hearing-impaired children

PROJECT ABSTRACT : Six 2-hour seminar-discussion sessions will be conducted for parents of hearing impaired students mainstreamed in the regular classroom. The purpose of these sessions is for parents to be trained to act as group facilitators for neighborhood parent support groups by improving their understanding of the mainstream process. Following the training, participants will increase their support of the overall educational process of the mainstreamed hearing-impaired student; they will better be able to deal with any social, emotional and academic problems confronting these students. With increased understanding, parents will develop greater assurance in working with the school system and in forming a network to support both students and the school.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

LANGUAGE IMPAIRED

Books, Articles & Printed Materials

Ainsworth, Stanley. STUTTERING: WHAT IT IS AND WHAT TO DO ABOUT IT. Nebraska: Cliff's Notes, Inc., 1975.

Written for parents, teachers, students in training, and stutterers themselves, the book discusses the causes, development, and treatment of persons who stutter.

Anderson, Virgil A.; and Newby, H. IMPROVING THE CHILD'S SPEECH. New York: Oxford University Press, 1973.

Intended for parents, the text provides general principles and procedures for the improvement of common speech handicaps in children.

Baker, Bruce L.;and Others. SPEECH AND LANGUAGE - LEVEL I: STEPS TO INDEPENDENCE. A SKILLS TRAINING SERIES FOR CHILDREN WITH SPECIAL NEEDS. Ill.: Research Press, 1978.

Intended for parents, the manual describes a behavior modification approach to teaching expressive and receptive language. An initial chapter discusses teaching techniques. A chapter on receptive language covers such aspects as identifying people, places, and things; discriminating among objects, and following directions. Rewarding sounds, using imitation, and teaching a new sound or word are examined in a chapter on expressive language. (ERIC)

Beasly, James. "Relationship of Parental Attitudes to Development of Speech Problems". JOURNAL OF SPEECH AND HEARING DISORDERS, Vol. 21, No. 1, 1956, pp. 317-321.

This paper looks at the cause and effect relationships between parental attitudes and the existence of speech and language problems. The development of disorders have a great deal to do with emotional stress, especially in the family. Words are used to call back a pleasure experience, perhaps motherly affection. Lack of affection will hamper this. Verbal exchange and freedom help the child develop normally in speech. Counseling is seen as an alternative for parents whose emotional problems affect the speech or emotional well being of the child. The speech therapist should open a meaningful relationship with the parents.

Carrier, Joseph K. "A Program of Articulation Therapy Administered by Mothers". JOURNAL OF SPEECH AND HEARING DISORDERS, Vol. 35, No. 2, 1970, pp. 344-353.

The issue of a manpower shortage has made the use of parents in therapy necessary. Having the child learn at home is more conducive to environmental reinforcement. The program was specifically written for mothers. The research about the program describes it as effective and time-saving.

Connelly, Katherine. HANDBOOK FOR PARENTS OF SPEECH HANDICAPPED CHILDREN: HOME AND SCHOOL SERVICES FOR HANDICAPPED CHILDREN 0-5. Washington, D.C.: Bureau of Education for the Handicapped (DHEW/OD), 1978.

Intended for parents of children with speech problems, the booklet describes specific types of speech disoreders and provides suggestions for stimulating improved speech. The following are addressed: delayed speech, articulation, stuttering, and hearing disorders. The developmental sequence of language is discussed, and a brief bibliography is appended. (ERIC)

DuBard, Etiole. TEACHING APHASICS AND OTHER LANGUAGE DEFICIENT CHILDREN: THEORY AND APPLICATION OF THE ASSOCIATION METHOD. Mississippi: University Press of Mississippi. 1974.

This book summarizes characteristics, abilities, and limitations of language deficient children, and suggested are methods for teaching functional communication skills to children with severe speech and language disorders.

Eisenson, Jon. IS YOUR CHILD'S SPEECH NORMAL? Masschusetts: Addison-Wesley Publishing Co., 1976.

Intended for parents, the book provides information for determining if a child's speech is normal. Chapters address the following areas: the sounds before words and first words; first sentences; questions children ask; the parent's role in helping the child express thoughts; distinctness of speech; cluttered speech; stuttering; the sound of the child's voice; the minimally brain damaged child; speech delays; and professional help and resources on speech and hearing disorders. (ERIC)

Goldstein, Sandra; and Lanyon, Richard. "Parent-Clinicians and the Language Training of an Autistic Child". JOURNAL OF SPEECH AND HEARING DISORDERS, Vol. 36, No. 4, 1970, pp. 552-560.

The parents of a 10 year old autistic boy were trained in modeling reinforcement procedures to improve his language skills. This attempt grows out of a shortage of professionals to implement therapy. The article explains

Goldstein, (Continued)

a case study where the parents were given readings, participated in role playing, planned treatment, and then implemented the program. The parents were taped for supervision and some problems were found in the parent techniques but they were overcome through counseling.

Harris, Sandra L. TEACHING SPEECH TO A NONVERBAL CHILD: MANAGING BEHAVIOR, PART 8: BEHAVIOR MODIFICATION. Kansas: H and H Enterprises, Inc., 1976.

Intended for parents of non-verbal handicapped children, the text details a speech training technique which utilizes behavior modification to increase functional speech. Reviewed in the first section are two cases of non-verbal children, theories of language acquisition, and a brief history of childhood psychosis. Research on teaching speech to a non-verbal child is described in the second section. Aspects of behavior modification that are especially important in teaching speech and methods of record keeping are presented in Section 3. Discussed individually in Sections 4 through 7 are the following stages of language training: teaching attention; teaching non-verbal skills and teaching functional speech. Considered in the final section are problems faced by parents of handicapped children. (ERIC)

Jelinek, J.; and Scraub, M. "A Model of Parent Involvement in Programming for Communicatively Handicapped Children". REHABILITATION LITERATURE, Vol. 34, August 1973, pp. 321-324.

This article contains a delivery approach for a rural area consisting of an intensive summer program and a follow-up phase. Discussed are the use of a variety of curriculum methods and materials, the development of individual instructional packets, and the coordination of programming with local professionals. (TPTT)

Karnes, Merle B. LEARNING LANGUAGE AT HOME. Virginia: Council for Exceptional Children, 1977.

Intended for parents and teachers, the sequenced program is designed to stimulate the language development of young children at home. Provided for each lesson plan are a statement of objectives and suggestions on materials needed, how to teach the lesson, and how to reinforce the lesson. The 200 sequenced lesson cards with 1,000 activities are segmented into four skill areas: learning to do, learning to look, and learning to listen and tell. Also included is a manual which gives specific suggestions for insuring success of each lesson and forms for recording progress. (ERIC)

LEARNING TO TALK: SPEECH, HEARING, AND LANGUAGE PROBLEMS IN THE PRE-SCHOOL CHILD. Maryland: National Institute of Neurological and Communicative Disorders Stroke, 1977.

SEE Hearing Impaired.

Molloy, Julia. YOUR DEVELOPMENTALLY RETARDED CHILD CAN COMMUNICATE: A GUIDE FOR PARENTS AND TEACHERS IN SPEECH, LANGUAGE, AND NONVERBAL COMMUNICATION. New York: John Day, 1975.

This text reviews principles and concepts as well as specific strategies for teaching children speech and language. Topics addressed include the following: why children fail to learn speech, normal speech development, retarded speech development, parent participation, oral motor exercises, listening skills, basic vocabulary, concepts of "different" and "alike", and preschool or nursery group instruction, (ERIC)

Riper, Charles Van. YOUR CHILD'S SPEECH PROBLEMS. New York: Harper and Brothers, 1961.

This book is designed to help parents understand speech problems and the remedial work needed to convert the problem, working on the premise that an informed parent can be an effective part of the therapy. The book deals with identifying the symptoms of the problem, its etiology, and the aspects that are involved in creating a program at home. The book uses examples of parents that the authors have dealt with in explaining to parents what kind of work can be done at home. It also speaks directly to parents and stresses the fact that no parent should feel isolated in their situation. (ERIC)

Roecker, V. BEHAVIORAL PRESCRIPTION GUIDE. MANUAL II A: COMMUNICATION. Iowa: The Marshalltown Project, 1973.

Incremental behavioral objectives and strategies to aid parents in teaching handicapped infants and preschool children are included in this guide. It is to be used in conjunction with group meetings and home visits and deals with the development of communication skills. (TPTT)

HELP FOR CHILDREN WITH SPEECH AND HEARING PROBLEMS: A HANDBOOK FOR TEACHERS AND PARENTS. South Carolina: South Carolina State Department of Education, 1971.

This handbook for parents and classroom teachers provides suggestions for helping the speech handicapped child in the primary grades.

Weiss, Curtis E.; and Lillywhite, Harold. COMMUNICATIVE DISORDERS: A HANDBOOK FOR PREVENTION AND EARLY INTERVENTION. St. Louis: C.V. Mosby Co, 1976.

SEE Early Childhood.

Audio Visual

Pushaw, D,; Collins, N.; Czuehna, G.; Gill, G.; and Stahl, M. TEACH YOUR CHILD TO TALK. Cincinnati: CEBCO Standard Publishing Co., 1959.

A training package designed to provide parents of preschool children with a better understanding of how they can help children to talk. The complete kit contains:

1. A workshop manual, with complete lesson plans for three workshops.
2. TWO hundred 35mm color slides to augment the workshops.
3. A nineteen-minute cassette tape, recording examples of children's speech.
4. A 16mm color movie, which summarizes the major points made in the workshop.
5. A parent handbook which gives normal speech guidelines at appropriate age levels. (Also included are suggested activities that parents can share with children as well as a suggested book list.)
6. A "Teach Me To Talk" booklet which contains information on new-born children.

These materials would be useful with any group of parents that are interested in language development. The workshop is designed in such a way that it could be presented by most persons. (TPTT)

PROJECT TITLE : PROJECT CATCH:COMPUTERS TO AID AND TEACH CHILDREN WITH HANDICAPS

CONTACT PERSON : Shelley Griffee, Director 303/589-5851

PROJECT ADDRESS : 22nd and San Juan
Alamosa, CO 81101

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Moderately to severely handicapped children of near to normal intelligence, aged birth to 8 years, and academically below third grade, whose handicapping condition interferes with effective communication. Parents are also served.

PROJECT ABSTRACT : Program for Children

The project is a home and center-based language development and communication assistance program. It uses microcomputers and a developmentally-oriented infant stimulation early childhood program. A parent agency assists with auxiliary services. The project provides service referrals to other community agencies.

Measures of Child Progress

The project staff collects data for evaluating child progress twice during the first year and three times a year thereafter. Instruments used include an adapted Environmental Language Battery.

Program for Parents

Parents are involved in the initial informal intake, staffing, determination of individual programs and program implementation.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE The project is developing a product which includes an inservice packet for parents on the use and programming of microcomputers for language development.

(1980-82 TADS/WESTAR)

PROJECT TITLE : COGNITIVE LINGUISTIC INTERVENTION PROGRAM (CLIP)

CONTACT PERSON : Mary C. Vernacchia, Director 201/783-4000 Ext. 272

PROJECT ADDRESS : 22 Valley Road
Montclair, NJ 07042

PROGRAM TYPE : Handicapped Children's Early Education Program
Demonstration Project

POPULATION SERVED: Forty-five children aged 4 to 6 years,including minorities, who demonstrate risk of cognitive disabilities in language, and are selected from the Montclair Public School population. Outreach inservice training is provided for parents and teachers of 2 and 3 year old children in community agencies.

PROJECT ABSTRACT : Program for Children

The goal of the program for children is to facilitate cognitive and language development. A combination of center-based (3½ to 6 years), home-based (2 to 5 years) and community-based (2 to 4 years) programs provides services to children. In both center-based and community-based programs, handicapped children are integrated with nonhandicapped children. The project serves children (2 to 3½ years) at home who are not enrolled in a group situation. The Psycho-Educational Center, Montclair State College and CLIP staff provide diagnosis and assessment. The program is a collaborative effort by the Montclair Board of Education and Montclair State College. CLIP is a field training site for students in speech/language pathology and learning disabilities. In addition, CLIP offers a 6-week summer language program, providing a continuous learning experience for target children.

Program for Parents

CLIP acquaints parents and family with concepts of child development, increases their understanding of the child's handicaps and develops effective coping skills to handle behavior. Family activities include workshops, individual and group conferences, classroom participation, lectures, films and videotapes. CLIP specialists conduct home visits when appropriate.

PROJECT MATERIALS: Instructional materials indicated but not specifically named.
DEVELOPED FOR
PARENTS USE (1980-82 TADS/WESTAR)

PROJECT TITLE : PRESCHOOL CONDUCTIVE HEARING IMPAIRMENT LANGUAGE DEVELOPMENT (PRESCHOOL CHILD)

CONTACT PERSON : Carol Quick, Director 419/666-5180

PROJECT ADDRESS : McKesson School
1624 Tracy
Toledo, OH 43605

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Approximately 50 children aged birth to 5 years with linguistic handicaps with no evidence of a sensorineural hearing loss, and with normal development in all other areas.

PROJECT ABSTRACT : Program for Children

The project provides a coordinated triad of services including medical treatment of the titis condition with ongoing audiological monitoring, supportive parent education and individualized child language development programs for implementation in the home or preschool. The curriculum focus is on meeting the auditory processing needs of the target population.

Program for Parents

Parent education focuses on information needs regarding medical aspects of otitis, audiological testing and meeting the individual language development needs of their child. The project offers support services geared toward effective use of community medical, social and welfare resources.

PROJECT MATERIALS: Instructional materials indicated but not named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : SEVERELY HANDICAPPED COMMUNICATION PROGRAM

CONTACT PERSON : Edmond S. Zuronski, Director 401/822-4622

PROJECT ADDRESS : P.O. Box 64
Foster, RI 02825

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Twenty severely/profoundly handicapped children aged 3 to 8 years. Ten children are institutionalized; ten live at home.

PROJECT ABSTRACT : The Severely Handicapped Communication Program is based on the combined use of active stimulation programming and augmentative communication. In a home-based training program, parents of local children learn to plan and carry out activities coordinated with the classroom teacher's goals. The program for parents of children in the residential facility increases parental contact with the child and the hospital.

PROJECT MATERIALS: Active Stimulation Programming Manual. Communication manual for severely/profoundly handicapped children indicated but not specifically named. Notes and/or newsletters indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : TO OFFER TOTS ALTERNATIVE LANGUAGE (TOTAL)

CONTACT PERSON : Marlene Hollier, Director 713/521-9584

PROJECT ADDRESS : 3309 Richmond Avenue
Houston, TX 77098

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Fourteen children aged 18 months to 3 years who are developmentally delayed or at risk for delay. All children have additional significant language delays and all have normal hearing.

PROJECT ABSTRACT : The program for children consists of two 4-hour group sessions a week for each child. Total communication is used in training all areas of development including cognitive, social, fine motor, gross motor and language skills. A cooperating day care center provides afternoon care for families who desire it. Training in sign language is available for day care center staff. Home visits assist with carry over activities. Each parent attends the child's class one day (4 hours) per week. Two hours of that class time are spent in a parent training group for instruction in signing and other topics, and planning parts of the children's class. The remaining two hours are spent in the class with the child.

PROJECT MATERIALS: DEVELOPED FOR PARENTS USE

Curriculum: Parent Instruction and Group Instruction - both utilize total communication

Notes and/or newsletters

(1980-82 TADS/WESTAR)

PROJECT TITLE : SCHOOL HOME IMPROVEMENT PROGRAM,
UXBRIDGE PUBLIC SCHOOLS

CONTACT PERSON : John De Sanctis, Director 617/770-7476

PROJECT ADDRESS : Early Childhood Project
Mass. Department of Education
1385 Hancock Street
Quincy, Ma. 02169

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of pre-school children with language impairments and their receiving kindergarten teachers.

PROJECT ABSTRACT : This program was intended to accelerate the skill acquisition of language deficient three and four year old children by establishing a structured parent instruction component including home learning prescriptions, and a home progress management system. A library of materials available on short-term loan to parents was to be established. In addition, an inservice workshop on communications disorders was to be offered for receiving teachers to facilitate the transition of language deficient children preparing to enter kindergarten.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

HANDBOOKS, PAMPHLETS AND MEDIA

SMALL TALK: A SPEECH AND LANGUAGE HANDBOOK FOR PARAPROFESSIONALS

Leslie McColgin and Nancy Lucas Alexander

1979

45-page booklet

Available from:
Little Egypt Early Childhood Programs
JAMP Diagnostic Center
Route 1
Karnak, ILL 62956 608/634-9568

The booklet provides definitions of common terms used in speech and language reports, diagnostic testing, principles of therapy, nonvocal communication, home-based programming, and teacher/clinician coordination. Another section describes common therapy materials and where they can be obtained.

To be used by professionals, paraprofessionals, and parents.

LEARNING DISABLED

Books, Articles & Printed Material

Berman, Allen. "Parenting Learning - Disabled Children". JOURNAL OF CLINICAL CHILD PSYCHOLOGY: Vol. 8, No. 3, Fall 1979, pp. 245-259.

This paper discusses problems in families with learning disabled children and presents some guidelines for handling them. Differences among LD children include the child's activity level and type of LD. Suggestions for parents in dealing with school related problems include knowledge of P.L. 94-142 regulations and implications of mainstreaming. Parents need to remember that LD children often feel guilty about their disability and are less able to cope with family crisis, are more likely to be victims of child abuse, and generally have trouble in relationships with siblings. (ERIC)

Bierbauer, Elaine. IF YOUR CHILD HAS A LEARNING DISABILITY: UNDERSTANDING THE PROBLEM, ADJUSTING TO THE SITUATION, HELPING THE CHILD. Illinois: Interstate Printers and Publishers, Inc., 1974.

Intended for parents of children recently diagnosed as having a learning disability due to minimal brain dysfunction, the guide provides basic knowledge of the nature of the disorder and suggests ways to help the child cope with the disability.

Bricklin, P. "Counseling Parents of Children with Learning Disabilities." THE READING TEACHER , Vol. 23, January 1970, pp. 331-338.

Provided is a description of the parent involvement aspects of the Parkway Day school. This article gives a solid rationale for counseling as a method of alleviating parental anxiety and increasing parent-staff communication. It gives specifics on group size, leadership, and discussions.

Brutten, Milton; and Richardson, Sylvia. SOMETHING'S WRONG WITH MY CHILD: A PARENTS BOOK ABOUT CHILDREN WITH LEARNING DISABILITIES. New York: Harcourt, Brace, and Jovanovich, 1973.

This book presents some characteristics for identifying the learning disabled child. Parents are described as the child's major resource when the diagnosis has been completed. The parent must be prepared to devote a lot of time to the child. The book describes the channels the parent should follow in gaining services for their child. At home the parents are urged to encourage activities in which the child can succeed.

Chaiken, William. MAINSTREAMING THE LEARNING DISABLED ADOLESCENT.
Springfield Ill.: Charles Thomas Publishers, 1979.

While this book deals primarily with the child in the school setting, there are several sections which deal with the role of the parents in communicating with school personnel regarding the child's program. Stress is placed on the need for the parent to keep informed of the ongoing process and activities in the child's classroom. Parents are urged to ask, "What can I do at home that will help my child at school?" Much more worthwhile advice is contained.

Clarke, Louise. CAN'T READ, CAN'T TALK TOO GOOD EITHER; HOW TO RECOGNIZE AND OVERCOME DYSLEXIA IN YOUR CHILD. New York: Walker and Company, 1973.

This book is a personal document of the struggles of a bright, determined child and his family in understanding and coping with his severe language disability. It also can be used as a guide for directing parents to the danger signals which may indicate future language problems in their children.

Cruickshank, William. LEARNING DISABILITIES IN THE HOME, SCHOOL, AND COMMUNITY. New York: Syracuse University Press, 1977.

The text, an updated version of "Brain Injured Children in Home, School and Community", was written for parents and others who would benefit from information on the developmental, educational and familial problems of learning disabled children. (ERIC)

Delacato, Carl. A NEW START FOR THE CHILD WITH READING PROBLEMS: A MANUAL FOR PARENTS. New York: David McKay Co., 1977.

Intended for parents of children with reading and learning problems, the book provides guidelines for improving the reading ability of children at home. The eight chapters of Part One give the background and theory of the Delacato technique, an approach which involves re-imprinting the early stages of brain dominance by repeating in the brain the early stages of crawling and other physical exercises that develop the receptivity of the language area of the brain. Part Two includes tests for determining where the child's neurological development is incomplete and a step by step daily plan. (TPTT)

Erikson, Ruth Rogers; and Erikson, Edsel. CHILDREN WITH READING PROBLEMS: A GUIDEBOOK FOR PARENTS. Florida: Learning Publications, Inc., 1977.

Written for parents, this book deals with methods by which parents can help their children with reading problems. Information on seeking

Erikson, (Continued)

help, creating a helpful home environment, participating in parent-teacher conferences, and a parent's checklist are included.

Fisher, Johanna. A PARENT'S GUIDE TO LEARNING DISABILITIES. New York: Charles Scribner & Sons, 1978.

Specifically written for parents, this book discusses in layman's terms areas of disability including vision, auditory processing, motor functioning, and speech and language. Another chapter focuses on the hyperactive child. For parents, a chapter entitled, "A Developmental Approach" is especially good for techniques in dealing with the very young LD child. (TPTT)

Freeman, Stephen W. DOES YOUR CHILD HAVE A LEARNING DISABILITY? QUESTIONS ANSWERED FOR PARENTS. Illinois: Charles C. Thomas, Publisher, 1974.

This book provides answers to questions parents most often have on the identification and management of the learning disabled child.

Gardner, Richard. MBD: THE FAMILY BOOK ABOUT MINIMAL BRAIN DYSFUNCTION. PART ONE: FOR PARENTS, PART TWO: FOR BOYS AND GIRLS. New York: Jason Aronson Book Publishers, 1973.

Part One is for parents and describes the physical and psychological aspects of minimal brain dysfunction, while Part Two is for children learning to read. (ERIC)

Hayden, Alice H.; and Others. MAINSTREAMING PRESCHOOLERS: CHILDREN WITH LEARNING DISABILITIES. A GUIDE FOR TEACHERS, PARENTS AND OTHERS WHO WORK WITH LEARNING DISABLED PRESCHOOLERS. Washington, D.C.: Administration for Children, Youth and Families (DHEW), 1978. (TPTT)

This guide is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents and others interested in definitions of learning disabled, behavioral characteristics of various learning disabilities, and development in learning disabled and non-handicapped children. Also included are ways for parents and teachers to work together.

Hayes, Rosa P.; and Stevenson, Merice G. TEACHING THE EMOTIONALLY DISTURBED/ LD CHILD: A PRACTICAL GUIDE. Vol IV. New York: Acropolis Book, 1980.

SEE Emotionally Disturbed

"I Don't Trust Them, and I Haven't From the Beginning". EXCEPTIONAL PARENT; Vol. 8, No. 4, Aug. 1978, pp. 13-17.

This case study portrays a conflict between the parents of an 11 year old boy with reading disabilities and the school that the child attends. Both the parents' and the principal's viewpoints on the problem are presented.

Kratoville, Betty Lou. "Dealing with Public Schools". ACADEMIC THERAPY, Vol. 13, No. 2, November, 1977, pp. 225-232.

Intended for parents of children with learning disabilities, the article presents suggestions for obtaining appropriate educational programs, remediation, identification, and/or treatment for their children within a public school setting. Included are lists of questions on mainstreaming and resources or self contained classrooms, and suggestions for the use of consultants and specialists. (TPTT)

Kronick, Doreen. A WORD OF TWO ABOUT LEARNING DISABILITIES. California: Academic Therapy Publications, 1973.

In this book the learning disabled child is discussed in terms of social and psychological implications for the child and the family, the socialization process, the relationship between family and community, and recreation.

Kronick, Doreen. WHAT ABOUT ME? THE LD ADOLESCENT. California: Academic Therapy Publications, 1975.

Intended for parents, the book provides information on the psychological, educational, legal, vocational, and remedial aspects of learning disabilities (LD) in the adolescent.

LEARNING DISABILITIES: A FIRST READING LIST. Ill.: Instructional Materials Center, 1975.

Intended for parents and professionals, the document contains a listing of books, newsletters, periodicals, and free material on learning disabilities. Publications are listed alphabetically by author or sponsor with entries that provide the following information: title, publisher, publication date, cost and a brief description. Also listed are agencies for the Illinois area. (ERIC)

McCarthy, James. LEARNING DISABILITIES. Boston: Allyn and Bacon, Inc., 1969.

Contains an excellent chapter on parent groups and legislation. The history of parental involvement in the schooling of the learning disabled child is both interesting and inspiring. A description of a national organization, the Association for Children with Learning Disabilities, is included. (TPTT)

MAINSTREAMING LD ADOLESCENTS: A STAFF DEVELOPMENT GUIDE. South Carolina: S.C. Region V Educational Services Center, 1977.

The manual is a staff developed guide for providing mainstreamed programs for mildly handicapped LD junior high school students. The first part describes the characteristics and needs of LD adolescents. Part Two examines the resource room program and Part Three considers staff development.

Mather, June. LEARNING CAN BE CHILD'S PLAY: HOW PARENTS CAN HELP SLOWER-THAN-AVERAGE PRESCHOOL CHILDREN LEARN AND DEVELOP THROUGH PLAY EXPERIENCES. Tennessee: Abingdon Press, 1976.

Intended for parents of children indicating a delay in development of learning skills, the manual provides guidelines for helping babies and preschool children learn more at home.

Maki, Joan. HOW TO DEAL WITH YOUR LEARNING DISABLED CHILD IN THE HOME. Virginia: ERIC Document Reproduction Service (ED 152056), 1977.

The document focuses on dealing with the problems involved with having a learning disabled child in the home. Sections cover the parents' role, sibling relationships, guidelines for dealing with the child, strengthening the abilities of the child, coping with the child's frustrations, social expectations, and discipline. (TPTT)

Miller, Julano. HELPING YOUR LD CHILD AT HOME. California: Academic Therapy Publications, 1973.

Intended for parents of children who have learning disabilities, the book offers guidelines for helping both older and younger LD children. Suggestions are given for helping the preschool child in these areas:

Miller, (Continued)

listening and visual perception skills, visual and auditory memory, self image, and vocabulary. The section on helping the older child includes ways to develop listening skills, eye motor control, and visual and auditory memory. Much emphasis is also given to guidelines for encouraging the social life of the LD child. (TPTT)

Moore, Coralie; and Morton, Kathryn Gorham. A READER'S GUIDE FOR PARENTS OF CHILDREN WITH MENTAL, PHYSICAL OR EMOTIONAL DISABILITIES. Maryland: Bureau of Community Health Services, 1976.

Presented for parents ofhandicapped children is a list of approximately 600 references. The books in the first section deal with the following five topics relevant to all handicaps: basic information; home teaching and play techniques; experiences of other parents; advocacy issues; prevention and sex education. A useful guide for parents.

Osman, Betty. LEARNING DISABILITIES: A FAMILY AFFAIR. New York: Random House, 1979.

This book is an attempt to help both parents and professionals recognize where children may be having difficulty and suggest ways to make their lives easier at home and at school. It is based on the premise that with information and insight come understanding, acceptance, and the ability to help one's children. The text deals with early signs and symptoms, the effect of the learning disabled member on the rest of the family, the problems with peers, and the interference with learning caused by the disabilities. A great deal of information in a most readable text. (TPTT)

Rogers, Florence K. PARENTING THE DIFFICULT CHILD. Pa.: Chilton Book Co., 1979.

This parent authored book is designed for parents with hyperactive, learning disabled, or otherwise difficult children. Chapters cover hyperactivity, definitions, etiology, dealing with professionals, therapies, and drug interventions. The second part of the book examines day to day problems and is arranged chronologically into nine chapters which cover the child from infancy to the teen years.

Ross, Alan O. LEARNING DISABILITY: THE UNREALIZED POTENTIAL. New York: McGraw-Hill Book Co., 1977.

Intended for parents this book provides information on learning disabilities in non-technical language.

Schooner, Robert. HANDBOOK FOR PARENTS OF CHILDREN WITH LEARNING DISABILITIES. Illinois: Interstate Printers and Publishers, Inc., 1976.

The handbook provides an overview of characteristics, learning, and teaching methods for parents of children with learning disabilities. Reviewed are problems that interfere with learning, such a poor rhythm sense and attention difficulties. Listed are six basic principles affecting the learning process. Also explored are ways to cope with the child's interpersonal problems. (ERIC)

Simek, Thomas. PROJECT PESCES: CAREER EDUCATION CURRICULUM AND WORK EXPERIENCE FOR SECONDARY EMOTIONALLY DISTURBED, LEARNING DISABLED STUDENTS. Washington, D.C.: Bureau of Elementary and Secondary Education, 1980.

SEE Emotionally Disturbed

Stevens, Suzanne H. THE LEARNING DISABLED CHILD: WAYS THAT PARENTS CAN HELP. North Carolina: John F. Briar, 1980.

The author offers parents guidelines for identification of and intervention with learning disabled children. Chapters focus on the following topics: definitions, characteristics, parental reaction to the diagnosis, effects of P.L. 94-142, theories, family relationships, and parent influence in securing assistance.

Wallace, Gerald. LEARNING DISABILITIES: CONCEPTS AND CHARACTERISTICS. Ohio: Charles Merrill Publishing Co., 1975.

In addition to the lengthy and detailed description of the various problems associated with the learning disabled population, this book has an excellent chapter specifically on parental involvement in intervention, program planning, and political action. The message is clear that parents can develop a familial and educational support system for children with learning disabilities.

Walsh, Richard. TREATING YOUR HYPERACTIVE AND LEARNING DISABLED CHILD: WHAT CAN YOU DO? New York: Doubleday and Co., 1979.

The book is designed to help parents of hyperactive and learning disabled children understand the nature of the condition as well as possible treatment approaches. Addressed are such topics as diagnosis, medication, child development, causes of developmental problems, and nutrition. (ERIC).

Weber, Robert. HANDBOOK ON LEARNING DISABILITIES: A PROGNOSIS FOR THE CHILD, THE ADOLESCENT, THE ADULT. New Jersey: Prentice-Hall, 1974.

As a source of information for parents and professionals working with children with learning disabilities, the book looks at the child from infancy through adulthood.

Weiss, Helen Ginandes; and Weiss, Martin S. HOME IS A LEARNING PLACE: A PARENTS' GUIDE TO LEARNING DISABILITIES. Boston: Little, Brown, 1976.

As an outgrowth of personal experience, the author examines the frustrations surrounding the learning disabled. Parents are trained to recognize different learning styles and to provide activities which will encourage the development of essential skills. (ERIC)

Widlake, Paul. "Education of Disadvantaged Children". ASPECTS OF EDUCATION, No. 20, July 1975, pp. 48-53.

The prevention of failure in educationally subnormal children in the regular school is seen to include home/school contact, early intervention programs, face-to-face interaction, and curriculum innovation.

Programs, Organizations, Products and Additional Resources

PROJECT TITLE : CRITERION TEACHING PROGRAM

CONTACT PERSON : Robert Ogle, Director 916/483-3264

PROJECT ADDRESS : 4825 Kenneth Avenue
Carmichael, CA 95608

PROGRAM TYPE : Handicapped Children's Early Education Program
Demonstration Project

POPULATION SERVED: Thirty-six learning handicapped children, aged 4 to 8, (placement age 3 to 5), and their parents.

PROJECT ABSTRACT : The project provides intensive instruction in skills and behaviors requisite to the regular school setting at two public school kindergarten rooms. Instruction includes pre-academics and academics, school appropriate behaviors and survival skills; project staff use intensive directly-instructed procedures. Instruction focuses on dependent skills for school subjects. Speech and language services are provided to those with identified needs. Criterion-referenced project-developed materials and IEP checkpoints used for ongoing instructional planning.

A speech and language therapist provides home program materials in conjunction with ongoing classroom therapy. A psychologist provides direct parent training as needed in home behaviors and self-help skills. Parents participate in IEP planning and review conferences and observations of the ongoing classroom program. As needed, classroom teachers implement home reinforcement plans.

PROJECT MATERIALS: DEVELOPED FOR PARENTS USE *Criterion Teaching Program*: a handbook for replication of project componenets, including IEP objectives and assessment placement information.

IEP Objectives
Teaching Strategies
Direct Instruction Program

(1980-82 TADS/WESTAR)

PROJECT TITLE : CLASSROOM APPROACH FOR LINGUISTICALLY IMPAIRED PRESCHOOLERS (CALIP)

CONTACT PERSON : Marjorie R. Duffy, Director 303/491-6981

PROJECT ADDRESS : Dept. of Communicative Disorders
Colorado State University
Ft. Collins, CO 80523

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Twelve preschool children aged 3 to 5 years. Each child has demonstrated significant disabilities in perceptive skills, comprehensive retention and/or expression of language. Parents are also served.

PROJECT ABSTRACT : The project provides early intervention, evaluation and individual remediation for perceptual and language disorders in a preschool classroom setting. Services include audiological and psychological assessments, individual speech/language treatment, group occupational therapy and mainstreaming into preschool settings, as well as training of preschool teachers to deal with the "special child".

The parent/family program serves a three-fold purpose: to increase understanding of each child's unique language problems, to provide basic knowledge in areas of normal speech/language, perceptual and motor development, and to teach ways to facilitate the development of linguistic competence. The project accomplishes these three facets of parental and family involvement through private conferences, group conferences, and discussions home visits, and classroom observation and participation built on basic knowledge and direct experience in remedial procedures.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE Instructional materials and notes and/or newsletters indicated but not specifically named.

(1981-82 TADS/WESTAR)

PROJECT TITLE : LEARNING ABOUT DEVELOPMENTAL DELAYS AND EARLY REMEDIATION (LADDER)

CONTACT PERSON : Jane C. Townsend, Director 203/747-6801

PROJECT ADDRESS : 91 Northwest Drive
Plainville, CT 06062

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Serves 36 educationally at-risk children aged birth to 5 years and their parents. Eligible children exhibit a social/emotional delay, behavioral problem or relationship disturbance. Infants whose social and developmental histories indicate they are at-risk for such dysfunction are also served. Many of the children enrolled have concomitant delays in language, perceptual-motor, cognitive and/or self-help skills.

PROJECT ABSTRACT : The major focus of the program is the expansion of identification and intervention services for at-risk infants and toddlers. In addition, the project seeks to refine therapeutic educational services to social/emotionally disturbed children and their families. The project offers a home visit program to infants aged birth to 2½ years and their parents. The home-based module recognizes the importance of home environment and family relationships in supporting the young child's development. Individualized programming focuses on fostering optimal parent-child interactions and on enriching the home environment. A center-based classroom program serves children aged 2½ to 5 years.

Bromwich's Parent Behavior Progression forms the basis for parental involvement in home-based services. Parents participating in the home-visit module also have the opportunity to attend a monthly clinic-based Parent-Infant Workshop. Parents of children attending the classroom module observe or participate in the classroom on a weekly basis. Biweekly parent group meetings are open to all parents; these focus on improving parenting skills and enhancing the parent's contribution to their children's development.

PROJECT MATERIALS: None indicated.
DEVELOPED FOR
PARENT USE

(1980-82 TADS/WESTAR)

PROJECT TITLE : PARENT-SCHOOL PARTNERSHIP PROJECT
HOME AND SCHOOL INSTITUTES, INC.

CONTACT PERSON : Jean Thomas 202/328-1221

PROJECT ADDRESS : Tubman Elementary School
13th and Kenyon Streets, NW
Washington, DC 20006

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Learning disabled children aged 7 to 11 years, whose handicapping conditions are moderate to severe.

PROJECT ABSTRACT : Region C of the District of Columbia Public Schools hosts this project, a model program for family involvement in teaching children with learning disabilities.

This program is designed by the non-profit Home and School Institute of Washington, D.C. Research over the past decade has documented the critical role played by the home in children's learning. This project involves families as home-style teachers of children in ways that do not duplicate the school. Each student has a Home Education Plan (HEP), which consists of a series of activities for parents to implement at home with their children. These activities are keyed to the child's learning disability as identified in the school IEP.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE This project is designing and will disseminate materials and training. For example, the Home Education Plan Curriculum will be available upon completion of the project.

(1980-82 PDAS)

PROJECT TITLE : PROJECT INTERACTION: A MODEL PROGRAM FOR SCHOOL-AGE MILDLY HANDICAPPED CHILDREN AND THEIR PARENTS

CONTACT PERSON : Timothy E. Heron 614/422-6820

PROJECT ADDRESS : Project Interaction
1250 Chambers Road
Columbus, OH 43212

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Children and youth aged 3 to 12 years who are learning disabled and speech impaired, and whose handicapping conditions are mild.

PROJECT ABSTRACT : The project incorporates four interrelated components: 1). a visual reponse system (VRS) resource room in which students respond on individual overhead projectors; 2). a peer tutoring system for regular classroom teachers; 4). a parent involvement training program; and 3). inservice training to provide teachers with functional skills to manage mildly/moderately handicapped students in the classroom. The purpose of the project is to integrate these four components systematically to provide teachers, administrators, parents and students with continuous feedback regarding student performance and instructional effectiveness. Services are provided in two regular elementary schools in one suburban school district.

PROJECT MATERIALS: Not indicated.

(1980-82 PDAS)

PROJECT TITLE : OREGON RURAL CLINIC SERVICES MODEL FOR SCHOOL-AGED HANDICAPPED CHILDREN

CONTACT PERSON : Maggie Eskelman 503/838-1200 Ext. 322

PROJECT ADDRESS : Education Evaluation Center
Oregon College of Education
345 N. Monmouth
Monmouth, OR 97361

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Children and youth who are learning disabled, seriously emotionally disturbed, whose handicapping conditions are mild to moderate and non-handicapped children and youth, aged 6 to 18 years. Their parents are also served.

PROJECT ABSTRACT : This model is a one-location, one-stop clinic which brings together teacher, parent, child, and appropriate specialists. All are involved in gathering prior information; assessing abilites, skills, and needs; planning; and implementing and monitoring plans. A variety of services (e.g., consulting, evaluating, programming) are available to children, parents, and teachers. Project emphasis is on 1). seeking best solutions and alternative solutions to children's problems and needs as seen by parents and teachers; and 2). seeking feasible solutions which answer immediate questions, and which assist parents, teachers, and children in using their own skills, knowledge, and resources, and local community resources. Services are provided in a regualr higher education facility in a rural, small town setting. School districts state wide are involved.

PROJECT MATERIALS: Not indicated.

(1980-82 PDAS)

PROJECT TITLE : THE ADAPTIVE LEARNING ENVIRONMENTS MODEL: A MAINSTREAM PROGRAM FOR MILDLY HANDICAPPED CHILDREN

CONTACT PERSON : Margaret C. Wang

PROJECT ADDRESS : University of Pittsburgh
Learning Research and Development Center
3939 O'Hara Street
Pittsburgh, PA 15260

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Children with specific learning disabilities, who are aged 5 to 11 years, and whose handicapping conditions are mild.

PROJECT ABSTRACT : This project is designed to implement and study the feasibility and effectiveness of the Adaptive Learning Environment Model (ALEM), developed at the Learning Research and Development Center of the University of Pittsburgh, in the mainstreaming of mildly handicapped children. The distinguishing features of the project include the use of a comprehensive adaptive education approach found to be effective in systematically accommodating each student's learning needs and characteristics, a built-in support system to facilitate the involvement of school administrative and instuctional personnel, health professionals, and family members in the implementation of the instructional program; and the use of a "full-time" rather than a "shared-time" approach to mainstreaming. Services are provided in 5 regualr elementary schools in four school districts in suburban and small town settings.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Manuals and Primary Education Program (PEP)
Testing Kit
Handbook

(1980-82 PDAS)

PROJECT TITLE : ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES

CONTACT PERSON : Jean Petersen, Executive Director 412/341-8077

PROJECT ADDRESS : 4156 Library Road
Pittsburgh, PA 15234

PROGRAM TYPE : Non-Profit Volunteer Organization with state affiliates and local chapters, plus chapters in Germany.

PROJECT ABSTRACT : Goals:

Encourage research in neuro-physiological and psychological aspects of learning disabilities.

Stimulate development of early detection programs.

Create a climate of public awareness and acceptance.

Disseminate information widely.

Serve as an advocate.

Develop and promote legislative assistance.

Improve regular and special education.

Establish career opportunities.

Services include information and referral by National ACLD Office of local chapters, school program development at state and national levels,ACLD governmental affairs committee activity, international and state conferences, professional advisory board of scientists and practitioners in education, medicine, social services, legal and other fields.

PROJECT MATERIALS : Newsletter: ACLD disseminated 6 times annually.
Brochures: regarding research, special education rights, and IEP procedures, early warning signs of a handicap.
Literature: publications list
Inventory: ACLD International Conference Proceedings (in book form) Cassett tapes of conference sessions
Booklet: Directory of Facilities and Services for Learning Disabled (National Coverage)

PROJECT TITLE : ASSOCIATION OF LEARNING DISABLED ADULTS

CONTACT PERSON : Not indicated.

PROJECT ADDRESS : PO Box 9722, Friendship Station
Washington, D.C. 20016

PROGRAM TYPE : National Self-Help Disability Organization
PROJECT MATERIALS: Book: *Learning Disability - Not Just a Problem Children Outgrow*. The President's Committee on Employment of the Handicapped.

A handbook that discusses the steps in the formation of ALDA (Assoc. for Learning Disabled Adults) by Dale Brown. It gives case histories of members of ALDA, as well as examples of the great range of learning disabilities that exist. Further, it lists resources for learning disabled people available nationally, i.e. vocational and educational opportunities.

PROJECT TITLE : MARIN PUZZLE PEOPLE, INC.

CONTACT PERSON : Jo-anne Haseltine 415/453-4006

PROJECT ADDRESS : 1368 Lincoln Avenue
Suite 105
San Rafael, CA 94901

PROGRAM TYPE : Self-Help Disability Group

PROJECT ABSTRACT : The group known as the Puzzle People was formed in August, 1977, and grew from a beginning membership of 6 to 25 young learning-disabled adults. They come together for social activities, education and mutual support; and at these gatherings they can identify with other learning disabled adults and thereby grow in understanding of their problems.

PROJECT MATERIALS: None indicated.

PROJECT TITLE : AMERICAN ACADEMY OF OPHTHALMOLOGY

PROJECT ADDRESS : 1833 Fillmore Street 415/921-4700
PO Box 7424
San Francisco, CA 94120

PROGRAM TYPE : National Professional Organization

PROJECT MATERIALS : Pamphlet: Policy Statement - Learning Disabilities, Dyslexia, and Vision.

The Eye and Learning Disabilities.

Dyslexia.

PROJECT TITLE : FOUNDATION FOR CHILDREN WITH LEARNING DISABILITIES

CONTACT PERSON : Susan T. Vandiver, Executive Director 212/687-7211

PROJECT ADDRESS : 99 Park Avenue
New York, NY 10016

PROGRAM TYPE : Foundation - National non-profit organization

PROJECT ABSTRACT : Committed to two goals: raising and allocating funds to support programs for children with specific learning disabilities and their families.

PROJECT MATERIALS: Magazine: Their World

Contains descriptive articles about learning disabilities, features biographical and autobiographical reports on LD persons, and highlights unique programs and services.

PROJECT TITLE : THE ORTON DYSLEXIA SOCIETY

PROJECT ADDRESS : Central Office
724 York Road
Baltimore, MD 21204 301/296-0232

PROGRAM TYPE : National and International Non-Profit Organization with local branches.

POPULATION SERVED : Professionals, parents, and other persons interested in specific language difficulty or developmental dyslexia.

PROJECT ABSTRACT : Much is already known about the nature and causes of developmental dyslexia and it educational treatment. Current research is shedding new light on baffling questions and opening up new areas for scientific exploration. Knowledge and experience are continuously suggesting improvements in teaching. The main aim of The Orton Dyslexia Society is to share these advances that will improve language education and prevent problems of many kinds.

PROJECT MATERIALS : Annual Bulletin: Annals of Dyslexia
Quarterly Newsletter: Perspectives
Index, books, reprints
Yearly national conference
Yearly local conferences
Loan funds for teachers - The Anna Gilligham Fund

PROJECT TITLE: PROJECT CASE

CONTACT PERSON: Joanne Brooks, Director 617/888-0489

PROJECT ADDRESS: Riverview School
East Sandwich, MA 02537

PROGRAM TYPE: Local Parent Group

POPULATION SERVED: Parents and teachers of handicapped children and youth, primarily those with specific learning disabilities.

PROJECT ABSTRACT: This 18-hour inservice program helped participants to integrate career awareness into the social studies curriculum of the Riverview School. During workshops and seminars, participants learned about the effects of perceptual and cognitive deficits on career awareness. In addition, participants learned to adapt the social studies curriculum to highlight job families and skills.

This was a two-phase series of workshops:

1. A consultant worked with staff to improve the social studies curriculum.
2. The results of those sessions were shared with parents at an annual meeting devoted to workshops.

Following this training, parents of special needs students were to be better prepared to make career choices.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : GROWING WITH YOUR LEARNING DISABLED CHILD: A WORKSHOP FOR PARENTS. NEEDHAM PUBLIC SCHOOLS

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617/547-7472

PROJECT ADDRESS : Greater Boston Regional Education Center
54 Rindge Avenue Extension
Cambridge, MA 02140

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of children with specific learning disabilities

PROJECT ABSTRACT : Two eight-session series devoted to exploring specific aspects of a learning disabled child's relationship to his family, school and community will be held. Workshops will deal with such topics as defining a disabled child, setting realistic expectations, and making food use of community resources. Each session will consist of a lecture, discussions, handouts, and audio-visual aides. Following the training, parents will have learned new skills for working with their children at home.

PROJECT MATERIALS DEVELOPED FOR PARENT USE : Not indicated.

ADDITIONAL RESOURCES:

Children's and Parent's Views About Ingratiation Tactics
J. Bryan, L.J. Sonnefeld, and F. Zaken Greenberg
Learning Disability Quarterly, in press.

Mothers' Evaluations of their Learning Disabled Children
T. Bryan, R. Pearl, D. Zimmerman, and F. Mathews
Chicago Institute Publication.

Parents and Families
Technical Report #16
L. Stanhope and R.Q. Bell, in J.M. Kauffman and D.P. Hallahan (Eds.), Handbook of Special Education, in press.

LINGUISTIC AND RACIAL MINORITIES

Books, Articles & Printed Materials

Benedict, A. TITLE VII - INDIVIDUALIZED BILINGUAL INSTRUCTIONAL SYSTEM. FINAL EVALUATION REPORT, 1978-1979. Washington, D.C. Office of Education, 1979.

This is an evaluation of a Title VII bilingual education program carried out for Spanish speaking students in grades K-5 at Public School 155 (P.S. 155), Brooklyn, New York. A brief background of of Title VII legislation is given. Instructional goals, staff development, parent involvement, and the development of a bilingual curriculum are listed as general objectives of the legislation. Specific objectives for the program at P.S. 155 are outlined. These include parent involvement and staff development, as well as student achievement in English and Spanish reading, mathematics, and bicultural education. Student progress is indicated by results from pre and post test scores. Other school and extracurricular activities undertaken as part of the program are also described. It is concluded that the P.S. 155 Title VII program was a general success, benefiting students, staff and parents. Brief recommendations are offered in the areas of improved student records, expanded school activities, staff roles, and the extension of the program to a neighborhood parochial school. (ERIC)

Del Buono, L; and Others. NRP MANAGEMENT INFORMATION SYSTEM. Kentucky: Murray State University Center for Innovation and Development, 1979.

A major goal of the National Rural Project's (NRP) management information system (MIS) is to aid the parents and educators of rural handicapped students in delivering quality educational services and fully implementing the Education for all Handicapped Children Act, Pl 94-142. Mis tailors reports to the specific needs of three target audiences outside NRP: educational agencies (especially local education agencies), colleges and universities, and parents. To obtain information, external users complete one of two NRP requestor forms. Five types of reports are available: resource consultants listings, annotated bibliographies, current problems and practices, strategy profiles, and models of pre- and in-services training. Eight simulated reports of all types are included. (ERIC)

DOUBLE-JEOPARDY: THE PLIGHT OF MINORITY STUDENTS IN SPECIAL EDUCATION. Boston, Massachusetts Advocacy Center, 1980.

The report provides an update on the status of Massachusetts' Equal Educational Services for Minority Students in Special Education. Among progress cited is increased awareness of the problem of disproportionate placement of racial and linguistic minorities in special education. A chronological record of events occurring after the initial report on the situation in 1978 is presented. Parents and citizens are urged to take such actions as requesting copies of the school district's plans and policies. The ways in which racial and cultural bias influence decisions in special education placement are reviewed for referral, assessment, and placement phases, and eight recommendations are made. Critiques of the remedial plans developed by nine districts are offered in terms of case reviews, inservice training, programmatic alternatives, staffing, and community participation. Procedures for monitoring district compliance are discussed. (ERIC)

Dupree, T.J. "Brief History of Cherokee Schools, 1804-1976". BIA EDUCATION RESEARCH BULLETIN, Vol. 4 No. 2, May 1976, pp. 3-11.

Presenting a brief history of Mississippi's Cherokee schools (1804-1976), this article emphasizes the gradual implementation of innovative programs since 1970 under guidance by the Policy Advisory Committees (PAC) which are composed of a majority of parents and a minority of professionals. Specifically, this article elaborates upon the educational objectives of four programs now operative in the Cherokee schools. These programs are identified as: (1) the Follow-Through (FT) Englemann-Model (A K-3 program administered by PAC via a Bureau of Indian Affairs principapl, a teacher supervisor, and a PAC-hired FT director utilizing the Direct Instructional System of Teaching and Remediation (DISTAR) materials and involving non-graded materials, departmentalization by class or group, parent involvement/participation in PAC and classrooms, etc.) (2) Organization of a modified, nongraded, and departmentalized intermediate level to accommodate FT students: (3) Public Law 89-10 Title I Program (elementary and secondary remedial education in reading, math, language, learning disabilities, speech, hearing and special education for the very slow learners); (4) Learning disabilities program (a Title VI diagnostic-prescriptive and training center). Statistic comparing the academic achievement of Cherokee schools' student with national norms are also presented for 1970-1975. (ERIC)

Fair, G. "Coping with Double-Barrelled Discrimination". JOURNAL OF SCHOOL HEALTH, Vol. 50, No. 5, May 1980, pp. 275-276.

The author of this article states that the involvement of parents in the educational process of children with special needs is essential.

Parents are guaranteed the right to be involved in the educational decision-making process and the educators should help them. They should schedule meetings with the parents in order to interpret records and information concerning their child. A cooperative relationship between parents and school personnel should be established and the second must accommodate the problematic situations. Therefore the parents would feel that they contribute in the education of their children.

Gadjo, H. and Knapp, W. REACHING OUT - 1974 SOCUS MIGRANT SUMMER PROGRAMS. New York: Bureau of Migrant Education, 1974.

Experience gained from the 1973 summer teaching/training session of the Sodus Migrant Program constituted the planning core for the 1974 summer school program. In this 6 week session, 200 children (K-6) participated in individualized instructional activities and relationships focused on the program theme "Learning for Life". Academic endeavors emphasized reading and math with both pre- and posttesting. The food service, day care (preschool children), health, and teenage recreational programs of previous years were continued. A weekend camping trip was initiated under the teenage program, proving highly successful. Two pilot programs were initiated--the Parent Involvement Reading Lab, and the Parent Involvement Home Program. Teachers, paraprofessionals, and parents were involved with children in the reading lab. Working with their children, parents became aware of reading methods and materials which could be utilized both at home and at school. Tested reading growth revealed 76 percent of the children had gained 1 month beyond their predicted posttest calculations; 22 percent had gained 6 months; and 4 percent had gained 11 months. The Home Program was designed to "reach out" to parents and children in their home environment; it involved weekly home visits and activities, a newsletter, and a weekly program evaluation. (ERIC)

Helge, D. NATIONAL RESEARCH COMPARING RURAL SPECIAL EDUCATION DELIVERY SYSTEMS BEFORE AND AFTER IMPLEMENTATION OF THE EDUCATION OF ALL HANDICAPPED CHILDREN'S ACT. Washington, D.C.: Bureau of Education for the Handicapped, 1980.

Major findings are presented of a national comparative study with two primary objectives: first, to identify performance of rural special education service delivery systems prior to the 1975 enactment of Public Law (PL) 94-142 and again during the 1979-1980 school year in providing a free, appropriate education for all handicapped children, with appropriate parental involvement and support; and second, to identify facilitating and hindering factors which operate to determine the success or failure of district/cooperative compliance with PL 94-142. Data represent responses from administrators and educators from 43 special education cooperative and 32 school districts in 17 states via 2-day site visits and telephone interviews. Results deal with various categories of handicapped students identified and served; alternate instructional arrangements, roles, and responsibilities; diagnostic, vocational, and other services; changes in organizational structures; interagency agreements for services; and major problems (i.e.qualified staff recruitment/retention, funding inadequacies, and providing appropriate and continuous inservice). Performance improvements in rural special education programming and services are termed phenomenal. A national initiative for a rural teacher educational education program and more federal funding are deemed necessary to ameliorate many of the barriers to full implementation of PL 94-142 in rural schools. (ERIC)

Helge, Doris I. "Problems in Implementing Comprehensive Special Education Programming in Rural Areas". EXCEPTIONAL CHILDREN, Vol. 47, No. 7, 1980, pp. 514-520.

Providing services to handicapped children in rural areas is still a problem requiring the implementation of effective service delivery. Cultural factors that disrupt any kind of program to implement new services range from a resistance to change to cultural differences (one subculture values education more highly than another). Parents have become comfortable with placement outside the home for thir children, a fact that the least restrictive environment will begin to evade. Staffing and inservice programs appear to be alternatives to alleviate the situation.

INDIAN EDUCATION IN PUBLIC SCHOOL SYSTEM NEEDS MORE DIRECTION FROM CONGRESS. Washington, D.C.: Comptroller General of the U.S., 1977.

The General Accounting office's recommendations to the Congress and the Office of Indian Education, Department of Health, Education, and Welfare is derived from a review of 16 projects funded under Title IV of the Indian Education Act of 1972 and designed to meet the special needs of American Indian Children (operative during 1974-75 in Arizona, California, Minnesota, New Mexico, and Oklahoma). Major recommendations centered on improving the identification process re: American Indian children with special needs (i.e. improvements in definitions and guidelines for local educational agencies attempting to identify such children); assessing and defining the special education needs of Indian children (local educational agencies spent grant funds on various projects and activities because the act does not adequately define the special educational needs of Indian children); establishing goals and objectives and evaluating program effectiveness (The Office of Indian Education cannot determine if the Title IV Program is successful because program goals have not been established and grantees have been unable to determine if Indian children's needs are being met because some did not evaluate their projects, while others inadequately measured program effectiveness); strengthening parent committee involvement (at some local educational agencies, Indian parents were not actively and consistently involved); and improving program administration (improving time allocations, staff, and grantee information communication). (ERIC)

Maynor, W.; and Thompson, U. THE INDIAN EDUCATION ELEMENTARY AND SECONDARY SCHOOL ASSISTANCE PROGRAM, ROBESON COUNTY, N.C. 1973-74. Washington, C.D.; Office of Education, Office of Indian Education, 1974.

Major priority areas established by the American Indian (Lumbee) Parent Committee of the Indian elementary and secondary school assistance program for Robeson County, North Carolina were: remedial reading; additional vocational education; special guidance programs; accelerated training for gifted; specialists in math; and cultural enrichment programs. Two evaluators working outside the school system utilized a 10-item questionnaire to evaluate the degree of satisfaction experienced by parents (N=458): teachers (191); and students (324). Additionally school principals were asked to prioritize their community's needs in terms of the parent committee's six priorities. Principals from 5 of the 25 schools were asked to examine the chief needs of their students, the overall objectives of their programs, and how each objective served their Indian students. Program evaluation indicated: differences in the priority rankings of principals (reading, guidance, math, the gifted, vocational education, and cultural enrichment) and those of the parents, students, and teachers (reading, cultural enrichment, math, music, clerical assistance, general catch-up programs, home coordinator and physical education, the gifted and vocational education); in general, parents were more satified with their level of understanding and involvement, program impact on student attendance, and pride in Indianness than were the teachers and students, though it was concluded that the program did satisfy the objectives established by the parent committee. (ERIC)

NORTHERN CHEYEENE FOLLOW THROUGH PROJECT. Washington, D.C. Office of Education, 1980.

Focusing on the basic skills of reading, math, and handwriting, the Northern Cheyenne Follow Through project utilizes six concepts. First, token delivery of contract system for motivation involves having the child earn tokens or work on a contract as he accomplishes tasks in specific skills. During the spend period, he may trade for desired conventional or cultural activities. Second, behavior analysis follow through classrooms are staffed by a lead teacher and at least two Cheyenne parent aides ensuring each pupil receives individual attention. Third, programmed curricula materials allow staff to describe terminal behavior, measure students' entry skills, provide frequent chances for direct student responses, clear criteria for correct responses, and allow periodic assessment of student's progress. Fourth, to monitor progress, pre-set targets are used as the progress index on a bi-monthly basis. Trainers make periodic classroom visits using a formal observation form. Remediation efforts take place immediately and are followed in one week by another visit. Fifth, staff training and career development are achieved through training all classroom staff members in behavior analysis teaching procedures. Cheyenne parents have become valuable instructors and many work toward a G.E.D. or a college degree. Sixth, parent involvement means that the contribution of their own language and cultural background adds a richer classroom environment and provides more response to children's needs, insuring continuity and quality to teaching. (ERIC)

O'Dell, E. REPORT ON ANNUAL CONFERENCE FOR PARENTS OF NAVAJO HANDICAPPED CHILDREN. Window Rock, Arizona: Navajo Tribe, Division of Education, 1978.

As one phase of "strengthening Navajo education", a Navajo Division of Education Program initiated in 1976, this conference focused on the role of the parent in ensuring appropriate services for the exceptional Navajo child. The one-day meeting, attended by 132 parents from 27 communities, had the following goals: (1) to identify the issues that concern parents of a handicapped child, (2) to provide information about special education programs on the Navajo reservation, (3) to increase parents' knowledge of legislation pertaining to special education and child development, (4) to provide specific information on Public Law 94-142 (education of all handicapped children), and (5) to facilitate agency coordination of services for the handicapped. The conference report includes the keynote address by Reginald Begaye, outlines of the workshop sessions, conference evaluations, and an overall summary of conference effectiveness. Evaluations, submitted by workshop leaders and by six individuals chosen for their educational background and involvement with special education programs on the Navajo reservation, will guide planning of further education training activities for parents. (ERIC)

REPORT OF THE NATIONAL INDIAN CHILD CONFERENCE. New Mexico: Save the Children, 1979.

The planning and implementing of programs for Indian children is the subject of this document. Workshops and conferences are used to outline and discuss many problems facing Indian youths. The major conference listed stresses seeing the child as a body of experience to be guided and not formed, with the family taking the leading role. The parents must use their knowledge of what their children need in their culture and then work harmoniously with school and government agencies to benefit their child. Many workshops described materials available to parents to improve their parent-child relations and other workshops brought parents together to discuss common problems.

PROJECT TITLE : RURAL SERVICE DELIVERY MODEL FOR SCHOOL AGED HANDICAPPED

CONTACT PERSON : Ray Anderson 907/277-5633

PROJECT ADDRESS : Alaska Resources
3401 E. 42nd Avenue
Anchorage, AK 99504

PROGRAM TYPE : Handicapped Childrens' Model Program

POPULATION SERVED: Native Alaskan children and youth aged 3 to 18 years living in rural and remote areas who are retarded, deaf, speech impaired, seriously emotionally disturbed, orthopedically impaired, other health impaired and multiply handicapped; and whose handicapping conditions are mild to profound. Their parents are also served.

PROJECT ABSTRACT : This project is establishing a service delivery model for rural school districts in order to provide the best service to school aged handicapped children in rural and remote areas within the Northwest Arctic School District in Alaska.

The philosophy of the Rural Service Delivery Model is that handicapped individuals should remain in their local school. The project provides intense training of education personnel, parents, administrators, and community members in the villages to prepare them for students with varying degrees of handicapping conditions.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

(1980-82 PDAS)

PROJECT TITLE : PROJECT YAQUI - AN ENVIRONMENTALLY BASED PROGRAM FOR YOUNG NATIVE AMERICAN HANDICAPPED CHILDREN

CONTACT PERSON : Carol Louneau, Director 602/883-2838

PROJECT ADDRESS : 4821 West Calle Vican
Tuscon, AZ 85705

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : One hundred Yaqui children aged birth to 4 years with emphasis on infants with significant delays in speech, motor skills, receptive/expressive language skills and overall learning/communication disorders, and their families in seven Arizona school districts.

PROJECT ABSTRACT : The project provides a daily 20 minute individualized program for each child plus group activities geared towards developing communication and socialization skills. Infants aged birth to 2 years receive home-based services from project staff. Tribal community health representatives, social workers and educational staff attempt to assess the needs of the children and conduct follow-up visits to present prescriptive learning sessions. Five days a week, a morning program of communication workshops is held in the community for children aged 3 to 4 years.

Parents of handicapped children receive direct training from project staff. Home-based services involve training parents in specific techniques to increase the daily self-help and life-coping skills of their children. Training is not specifically limited to parents but includes all of the family members who can support and instruct the handicapped child. Participation in the placement committee meeting also serves as a training exercise where parents are actively involved in formulating long- and short-term goals for their children.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Two documentary videotapes for media dissemination
Notes and/or newsletters indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : MAINSTREAMING AND REHABILITATING CHILDREN WITH HANDICAPS (MARCH)

CONTACT PERSON : Diane Lombardi, Director 203/366-7551

PROJECT ADDRESS : 226 Mill Hill Avenue
Bridgeport, CT 06610

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Moderately to severely multihandicapped children aged 3 to 6 years with medical, physical, perceptual, social, speech and/or comprehension problems. The population is 50% black, 37% white and 13% hispanic. Parents are also served.

PROJECT ABSTRACT : MARCH implements a five-day-per-week, transdisciplinary, diagnostic, educational and therapeutic program in five early childhood classes: two developmentally delayed one language, and two multihandicapped.

Parents participate during the initial evaluation, IEP development and weekly in the program. They meet weekly with the program manager, attend monthly parent meetings and receive individual counseling when appropriate.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:

- -a 20 minute video cassette (3/4") on program overview
- -a 20 minute video cassette (3/4/") on pre and posttest to evaluate staff development towards a transdisciplinary stance
- -a slide presentation of the program with cost data
- -a project manual

(1980-82 TADS/WESTAR)

PROJECT TITLE : TRAINING AND INFANT INTERVENTION PROGRAM (TIIP)

CONTACT PERSON : Eva T. Molnar, Director 202/745-1596

PROJECT ADDRESS : Howard University Hospital
Dept. of Pediatrics and Child Health
2041 Georgia Avenue, N.W.
WAshington, D.C. 20060

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Ten to 15 inner-city infants aged birth to 3 years, who have handicapping conditions or a risk factor of 10% or higher for developing moderate to severe handicapping conditions, and their parents, with emphasis on minorities.

PROJECT ABSTRACT : TIIP provides early education/developmental intervention integrated with interdisciplinary health care. The project provides direct services through two modes: an Intensive Care Nursery (ICN) program and a Home/Clinic program. The project trains allied personnel and project staff on the critical care aspects of an ICN. TIIP conducts early assessment of minority parents' and families' child-rearing and psychosocial needs while in the hospital after the birth of their infants.

TIIP works with parents within 24 hours after the birth of their child. The project provides parent education and infant intervention through general group meetings, neighborhood cluster meetings and individual home visits.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

(1980-82 TADS/WESTAR

PROJECT TITLE : PROJECT MAINSTREAM

CONTACT PERSON : Janet Morrison 617/580-7526

PROJECT ADDRESS : Brockton Public Schools
43 Crescent Street
Brockton, MA. 02401

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Teachers of children aged 9 to 12 years who are learning disabled, mentally retarded, speech impaired, and seriously emotionally disturbed, and whose handicapping conditions are mild to moderate. Their parents are also served. The needs of linguistic minorities are especially emphasized.

PROJECT ABSTRACT : Project Mainstream is designed to aid regular education teachers (Grades 4-6) address the individual needs of students who are mainstreamed, are experiencing difficulty, and may eventually need special education services. Parental workshops address topical areas which further support the special needs child within the regular program. The project is also intended to be a model for reducing special education clerical costs by computerizing educational objectives and developing a system for retrieval of teaching strategies and materials for more efficient educational plan production.

PROJECT MATERIALS: Brochure - Project Mainstream (1980-82PDAS)
DEVELOPED FOR
PARENT USE

PROJECT TITLE : HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM

CONTACT PERSON : Louise Wilson, Director 601/656-5251

PROJECT ADDRESS : Route 7, Box 21
Philadelphia, MS 39350

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Handicapped Choctaw Indian children aged birth to 8 years, and their parents.

PROJECT ABSTRACT : This program seeks to combine, coordinate and expand the services available to handicapped Indian children through the Indian Health Services, Head Start, Follow Through and the Special Education Program in six BIA elementary schools. The program will develop special education services, including bilingual instructional materials for prekindergarten, kindergarten and primary school Choctaw students, for an Indian reservation in a rural setting, involving a bilingual and cultural minority community.

The project is developing a curriculum for parents which will include an "expectant mother" basic information program. The project will hold parent seminars throughout the school year for parents of handicapped children, and parents of school-aged children will be asked to join a "Parents' Auxiliary" designed to aid in crisis intervention.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

(1980-82 TADS/WESTAR

PROJECT TITLE : PUEBLO INFANT - PARENT EDUCATION PROJECT (PIPE)

CONTACT PERSON : Norman Segal, Director 505/344-3489

PROJECT ADDRESS : P.O. Box 1785
Albuquerque, NM 87103

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Twenty-five children from 6 Pueblo communities, aged birth to 3 years, and with a variety of handicapping conditions.

PROJECT ABSTRACT : The project implements a home-based service model with an interdisciplinary team comprised of community health paraprofessionals as well as professional child development specialists.

Parents participate in weekly staff-parent training activities and conferences in the home. Parents also participate in a more formalized set of training activities (done as a parent group for six weeks) upon their entry into the program. Parent representatives serve on the project's Advisory Council and also assist staff with community liaison and education activities.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Infant and parent curriculum materials appropriate and relevant to a Pueblo lifestyle are being developed.

(1980-82 TADS/WESTAR)

PROJECT TITLE : NEW VISTAS FOR HANDICAPPED INFANTS

CONTACT PERSON : Mary Russell, Director 505/988-3830

PROJECT ADDRESS : P.O. Box 2332
Sante Fe, NM 87501

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Thirty-five infants aged birth to 3 years who have developmental disabilities or who have experienced an at-risk birth which might contribute to developmental problems. The children are drawn from a seven county rural area in North Central New Mexico, where the population is primarily (66%) Hispanic. Native Americans from the northern pueblos are also served.

PROJECT ABSTRACT : The program is primarily a home-based direct treatment service for children, but opportunities for group sessions are also provided for children and their families. A transdisciplinary team of therapists and early childhood specialists perform evaluations and semi-annual tests and provide ongoing one-to-one treatment services for the infants. The curriculum is drawn from a variety of resources. Bilingual staffing is provided.

The program for parents emphasizes the parent's role as the primary and most effective teacher of the handicapped child. During weekly sessions, parents are given training in the following areas: parenting skills; the ability to work and live with a handicapped child; the use of community support services. All parents are encouraged to participate in the Parent Advisory Council in an effort to advocate and affect long-range programs for handicapped preschoolers in New Mexico.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : A MODEL BILINGUAL/BICULTURAL DEMONSTRATION PROGRAM FOR SPANISH SPEAKING LANGUAGE IMPAIRED CHILDREN

CONTACT PERSON : Carmen Alvarez 212/663-7200

PROJECT ADDRESS : Bank Street College of Education
610 West 112th Street
New York, N.Y. 10025

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED : Hard of hearing and speech impaired children, aged 5 to 10 years, whose handicapping conditions range from mild to profound, and their parents.

PROJECT ABSTRACT : This program provides bilingual/bicultural instructional services to Hispanic children diagnosed as language impaired. Instructional services are delivered in a model classroom located in a public elementary school setting in the Bronx. The services include instruction in all academic areas in the child's native language, as well as instruction in the English language. Instructional emphasis is on the development of Spanish and English language proficiency, self-concept, interpersonal relationships, and academic skills. A parental involvement component is being developed for bilingual special education.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:
Slide Tape: Bilingual/Multicultural Curriculum for Spanish-Speaking Children with Language Problems.
Video Tape: Spanish-Speaking Children with Language Problems.
Manual

(1980-82 PDAS)

PROJECT TITLE : BILINGUAL/MULTICULTURAL EARLY EDUCATION PROGRAM FOR MILDLY HANDICAPPED CHILDREN

CONTACT PERSON : Richard Terry, Director 212/284-6650

PROJECT ADDRESS : 2253 Third Avenue
Third Floor
New York, N.Y. 10035

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Can serve 20 mildly to moderately mentally retarded or hearing, speech, visually or orthopedically impaired children aged 2½ to 6 years whose parents commit themselves to weekly parent participation. All services offered via a community-based bilingual/multicultural delivery system (Spanish/English).

PROJECT ABSTRACT : The program consists of three bilingual/multicultural placements: a preschool handicapped program, a mainstreaming preschool program and a transitional kindergarten program. The project uses both a center- and home-based approach and provides health, education and social services. To provide more time for those children who need it, the project offers a "buy-in" system for parents, when appropriate, and a "buy-back" system from the local kindergarten.

Parent involvement activities include parent group meetings, parent/teacher conferences, newsletters, classroom observation and participation and advisory committee. During home visits, project staff focus on parent/child interaction and intervention techniques. The project encourages parents to participate in any and all project training.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: The project develops home assistance packets for each family to help with parent/child interaction and the transfer and reinforcement of the center-based IEP activities. Each family received a scrapbook as a record of its project experience. Each week, teachers take snapshots and deliver pictures from the preceding week.

(1980-82 TADS/WESTAR)

PROJECT TITLE : HAMPTON INSTITUTE MAINSTREAMING MODEL (HIMM)

CONTACT PERSON : James B. Victor, Director 804/727-5434

PROJECT ADDRESS : Special Education Program
Hampton Institute
Hampton, VA 23668

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Children with significant developmental delays in motor, social, language and cognitive behavior and their parents. The project integrates nonhandicapped children from urban and rural locates with 20 to 40 handicapped children aged 2 to 5 years. Services to unserved minority and low-income children are emphasized.

PROJECT ABSTRACT : HIMM adheres to the developmental interactional approach to learning. The purpose of the Hampton Model is to bring about a greater degree of social competence in children and to enhance school success through the acquisition of developmentally appropriate skills. The integration of handicapped and nonhandicapped children is critical to the model.

Parents may assist in the classroom and participate in guided observations of classroom activity (through one-way mirrors), individual and small group training sessions and informal group meetings. The project offers counseling and referral services and a parent lending library.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

(1980-82 TADS/WESTAR)

PROJECT TITLE : RICHMOND EARLY CHILDHOOD EDUCATION PROJECT (RECEP)

CONTACT PERSON : John Filler, Director 804/257-1305

PROJECT ADDRESS : Oliver Hall, Room 2101
Virginia Commonwealth University
Richmond, VA 23284

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Serves 30 severely/profound handicapped children aged birth to 6 years and their parents. Project focuses on inner city minority families.

PROJECT ABSTRACT : Children aged 2 to 6 years attend Richmond Public School classes for the severely/profoundly handicapped and receive home visits twice per month from teachers and specialty personnel. Infants attend a school-based program two days per week and receive two home visits per month.

Parents participate in the planning, implementation and evaluation of their child's IEP and specify their role in the educational process through their corresponding Parent Involvement Plan. RECEP trains parents to work with their child at home with emphasis on solving problems encountered at home. The project emphasizes parents as teachers of their children.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Instructional materials and notes and/or newsletters are indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE: Urban Information Project

CONTACT PERSON: Nelly Sepulveda Rathmil 617/770-7292
Director

PROJECT ADDRESS: Bureau of Special Education Appeals
1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE: Mass. Department of Education

POPULATION SERVED: Parents, ethnic leaders, religious leaders, human service agency personnel, community organization personnel, youth groups, and public school systems.

PROJECT ABSTRACT: An important part of the initial work for the Project was to identify and measure the existing level of parent participation in the implementation of the state and federal special education laws. It is clear that knowledge and understanding of the educational system among parents are low, especially among urban minorities, non-English speaking groups and low-income parents. This situation, coupled with a similar lack of knowledge of special education regulations among religious leaders, human service agency personnel and other community members with whom we spoke, indicates that further clarification and definition of Chapter 766 and Public Law 94-142 are necessary, particularly as they relate to the appeals process. To promote better understanding of the laws and regulations, in 1982 the Project developed and held a series of community cultural programs and training/informational workshops. During 1982, the Project provided services to urban areas and to other towns requesting information and training.

Workshops were to be held for:

- Parents, ethnic leaders, religious leaders, human service agency personnel, community organization personnel and youth groups:
  1. their rights and responsibilities under Chapter 766 and Public Law 94-142
  2. cultural awareness and different expectations of educational systems
  3. methods of how to adjust and function in an American educational system
- Each individual's place within the process from referral through appeal

PROJECT ABSTRACT (continued):	∘ Communication skills with teachers, advocates and specialists ∘ Importance of having religious leaders encourage parent participation in the educational system.
PROJECT MATERIALS DEVELOPED FOR PARENT USE:	Pamphlet--766-Parents and Their Rights outlines parent and children's rights under law, development of the IEP and appeals procedures. It is published in Spanish, Portugese, Chinese and English. Pamphlet--Parent Information Guide, published in Spanish, Chinese and English.

PROJECT TITLE : TRAINING FOR PARENTS AND TEACHERS OF BILINGUAL SPECIAL EDUCATION STUDENTS • BOSTON PUBLIC SCHOOLS

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617/547-7472

PROJECT ADDRESS : Greater Boston Regional Education Center
54 Rindge Avenue Extension
Cambridge, MA 02140

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of bilingual special needs students and their teachers

PROJECT ABSTRACT : This 35-hour inservice program helped parents and teachers of bilingual special needs students increase their skills in working with their children and students. The participants also learned how to improve communication between the home and the school. Following this program, bilingual special needs students were to receive better educational services at home as well as at school.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated

PROJECT TITLE : TRAINING FOR PARENTS OF BILINGUAL SPECIAL NEEDS STUDENTS. CAMBRIDGE PUBLIC SCHOOLS

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617-547-7472

PROJECT ADDRESS : Greater Boston Regional Education Center
54 Rindge Avenue Extension
Cambridge, Ma. 02140

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of bilingual special needs students

PROJECT ABSTRACT : Five 2-hour workshops were conducted for parents of bilingual special needs students. The purpose of the sessions was to give parents the opportunity to express their concerns and share their feeling regarding their special needs children in a new culture. Following the training, participants were to be better acquainted with the rights and laws governing special education in Massachusetts and would therefore be in a better position to serve as advocates for their children. Parents were also better equiped to carry over their child's Individualized Educational Plan in the home.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE: Special Preschool for English Acquisition Kaleidoscope--Project SPEAK, Haverhill Public Schools

CONTACT PERSON: John DeSanctis
Director, Early Childhood Project
Mass. Department of Education

PROJECT ADDRESS: 1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE: Local Parent Group

POPULATION SERVED: Parents and staff of special needs preschool class integrated with equal amounts of bilingual and regular education children.

PROJECT ABSTRACT: This project will provide inservice workshops for parents and staff of special needs preschool children to demonstrate that special needs children will acquire language in a more meaningful and spontaneous manner through mainstreaming. Class videotapes and related commercially available tapes will be viewed and discussed at workshops. In addition, consultants will present programs relating to concerns of special needs families.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated

PROJECT TITLE : BILINGUAL AND SPECIAL EDUCATION INSERVICE PROJECT.
HUDSON PUBLIC SCHOOLS

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617/547-7472

PROJECT ADDRESS : Greater Boston Regional Education Center
54 Rindge Avenue Extension
Cambridge, MA 02140

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of elementary and secondary bilingual students with special needs.

PROJECT ABSTRACT : Parents and teacher of elementary and secondary bilingual students designed a 36 hour inservice program that will: (1) improve their understanding of (and ability to use) 766 process; (2) provide them with basic information on child/language development and learning disabilities and (3) describe program alternatives for bilingual special needs students. As a result of this program, bilingual students can expect an improvement in the team evaluation process and in the development of educational plans.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : INVOLVING HISPANIC PARENTS IN ASSESSMENT PROCEDURES
LEOMINSTER PUBLIC SCHOOLS

CONTACT PERSON : John De Sanctis, Director 617/770-7476

PROJECT ADDRESS : Early Childhood Project
Mass. Department of Education
1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents and teachers of Hispanic pre-school children with handicaps, and school personnel

PROJECT ABSTRACT : Parents of Hispanic special needs preschool children usually do not participate in screening, assessment, and planning largely due to lack of information about special education problems and services. School personnel involved in planning and delivering services are often unaware of Hispanic cultural values and practices which will affect communication and cooperation. Concurrent workshops to these two groups on topics appropriate to their informational needs will increase their ability to collaborate on screening, assessing and serving Hispanic preschool special needs children.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

MENTALLY RETARDED

Books, Articles & Printed Materials

A MEDIATED TRAINING PROGRAM FOR PARENTS OF PRESCHOOL OR MENTALLY RETARDED CHILDREN. Utah: Instructional Technology Project, Utah State University, Special Education, 1971.

SEE Early Childhood.

Attwell, Arthur; and Clabby, Ann. THE RETARDED CHILD: ANSWERS TO QUESTIONS PARENTS ASK. California: Western Psychological Services, 1971.

Written in question and answer format, the book is based upon questions most frequently asked by parents of mentally retarded children. (ERIC)

Berco, Francis. MANAGEMENT OF BRAIN-INJURED CHILDREN. Illinois: Charles Thomas Publisher, 1970.

For the child with attention problems, and for the brain-damaged child, temporal and spatial structure is vital if a normal home life for the entire family is to be achieved. This book tells how to create an environment with which the child can cope.

Blodgett, Harriet. MENTALLY RETARDED CHILDREN: WHAT PARENTS AND OTHERS SHOULD KNOW. Minnesota: University of Minnesota Press, 1971.

Written to help parents and teachers understand mental retardation, the text offers factual information and guidance to assist in the development of emotional maturity needed to cope with the problems of caring for a retarded child. (ERIC)

Blumenfield, Jane; and Others. HELP THEM GROW. Tennessee: Abingdon Press, 1971.

Although much of the handbook may be useful with different types of handicapped children, it is intended primarily for the parents of young educable mentally retarded children. (ERIC)

Buckler, Beatrice. LIVING WITH A MENTALLY RETARDED CHILD. New York: Hawthorn Books, Inc., 1971.

Intended to assist parents who are raising a mentally retarded child at home, the book contains information on practical aspects of home training. (ERIC)

Drew, Clifford J.; and Others. MENTAL RETARDATION: SOCIAL AND EDUCATIONAL PERSPECTIVES. St. Louis: C.V. Mosby, Co., 1977.

Thirty -three author contributed chapters comprise the volume of social and educational perspectives of mental retardation. The first section on family relationships and mental retardation, includes discussions of parents' and siblings' attitudes as well as ways to involve families in educational programs. Five papers in the second section deal with assessment issues, such as labeling and evaluation of the culturally different child. Social implications of research in mental retardation is the focus of one of three papers in the third section dealing with clinical-societal issues. Section four covers such legal issues as the restrictions on sexual and familial relations of mentally retarded persons. A section on delivery system touches on resource room services and program considerations for the severely handicapped. Section six deals with teacher education matters, including the implications of normalization for teacher preparation. Three papers in the seventh section are concerned with vocational issues and a final section spotlights the role of physical education and recreation with the retarded. (ERIC)

Edwards, Jean Parker. SARA AND ALLEN: THE RIGHT TO CHOOSE. Portland: Ednick Communications, 1976.

Designed for parents of mentally retarded and/or handicapped children, the book explores the sexual problems of this population. The first chapter discusses the importance of having, as parents, a committment to heightened expectations, normalization, and human dignity. Chapters two and three review social and sexual needs of mentally retarded individuals and moral/ethical concerns of parents. The socialization process of mentally retarded children is examined in the fourth chapter. Parental attitudes toward masturbation are considered in the fifth chapter. The role of sublimation, including pornography and exhibitionism, as well as a discussion of the causes of homosexuality, are addressed in the sixth chapter. The seventh chapter deals with menstruation and wet dreams. Information on sterilization contraception is provided in the eighth chapter. The final chapter stresses the importance of normalization for the mentally retarded. A short list of addresses to obtain resources is appended. (ERIC)

Fraser, Louise Whitbeck. A CUP OF KINDNESS, A BOOK FOR PARENTS OF RETARDED CHILDREN. Washington: Special Child Publications, Inc., 1973.

Intended for parents of retarded children, the book offers techniques of working with the retarded child and a general philosophy of education for the retarded. (ERIC)

Hamilton, J. "Caring Enough to Let Go". CHILDREN TODAY, Vol. 6, 1977, pp. 23-25.

Deciding to send an MR child to a residential school does not mean that parents do not love the child or want to get rid of him. On the contrary, it can be the greatest demonstration of love that the parents can make. Parents making this decision 25 years ago probably could have counted on being told they had done the right thing. Today, however, official policy reflects a complete about face. Now, rather than isolate MR's, every effort is being made to keep them in the mainstream of normal living and to allow them, as far as possible, to grow up within the family unit. In some cases, the new emphasis on normalization can actually hinder constructive action. In the case of the family of a 14 year old MR boy, the impulse to keep things as they were delayed a decision to put him in a residential school for 2 years after an appropriate school was found. Then, abruptly, the first step observing the school was taken, and testing, application, and acceptance followed. The actual leave taking was very difficult, but the boy adjusted quickly, and his parents learned to feel confident about the decision. The boy has now been at the school for 4 years, and he is maintaining steady academic progress and is making vital growth as a person.

Hanson, Marci J. TEACHING YOUR DOWN'S SYNDROME INFANT: A GUIDE FOR PARENTS. Maryland: University Park Press, 1977.

A guide for parents and professionals that offers a developmentally graduated program of tasks and activities to help bring about the child's maximum potentials. The program is heavily operant in the best sense of the word. Emphasis is upon strategies which strengthen the behaviors being taught. The families are introduced to the concepts of consequation and cueing.

Hasitavej, Rasmee. HOW TO LIVE WITH AND OVERCOME THE PROBLEMS OF MENTAL RETARDATION: QUESTIONS AND ANSWERS FOR PARENTS AND COUNSELORS. New York: Exposition Press, 1973.

Presented in a question and answer form for parents of the mentally retarded are discussions on the prevention of retardation, the relationship of the retarded child to the community, raising retarded individuals, and employment in the field of mental retardation.

Hersh, A. "Changes in Family Functioning Following Placement of a Retarded Child". SOCIAL WORK, Vol. 15, October 1970, pp. 93-102.

Case studies of fifteen families for three months after placement of their children in a residential school are reviewed in this article. The article has strong implications for preschool practices. (TPTT)

Isaacson, R. THE RETARDED CHILD. Illinois: Argus Communications, 1974.

Written for parents of retarded children, the book provides information to aid in decision making about the child and the family. (ERIC)

Jeffree, D.M.; McConkey, R.; and Hewson, S. A PARENTAL INVOLVEMENT PROJECT: RESEARCH TO PRACTICE IN MENTAL RETARDATION, Vol.1; CARE AND INTERVENTION. Maryland: University Park Press, 1977.

SEE Early Childhood.

Jegard, Suzanne; and Others. A COMPREHENSIVE PROGRAM FOR MULTI-HANDICAPPED CHILDREN: AN ILLUSTRATED APPROACH. Ontario: National Institute on Mental Retardation, 1980.

Designed for parents, teachers, and others involved with mentally retarded and multi-handicapped children, the text present suggestions for developmental activities. Detailed are teaching procedures in the following areas: gross motor sklls; fine motor skills; communication skills tactile, olfactory, and gustatory skills; self-help skills and body awareness. (ERIC)

Kirk, S.A.; Karnes, M.B.; and Kirk, W.D. YOU AND YOUR RETARDED CHILD. California: Pacific Books, 1968.

A manual for parents of retarded children which provides both information and instruction materials. Various topics which should be of interest to parents with a retarded child are discussed. There is a chapter on levels of mental retardation, a checklist of normal development, and chapters dealing with self-help skills, playing, talking, and emotional adjustment. (TPTT)

Kogan, K.; Gordon, B.; and Wimberger, H. "Teaching Mothers to Alter Interactions with Their Children: Implications for Those Who Work With Children and Parents". CHILDHOOD EDUCATION, Vol. 49, November 1972, pp. 107-110.

A summary and description of research at the Child Development and Mental Retardation Center of the University of Washington which deals with styles of social interaction between young children and their mothers. Variety of techniques are offered as adjuncts to help reinforce a mother's use of the suggested behaviors. (TPTT)

Kvaraceus, W.; and Hayes, E. IF YOUR CHILD IS HANDICAPPED. Boston: Porter Sargent, 1969.

SEE General Information.

Larsen, L; and Bricker, W. A MANUAL FOR PARENTS AND TEACHERS OF SEVERELY AND MODERATELY RETARDED CHILDREN. Tennessee: IMRID Publications, 1968.

Sample activities designed to aid parents and teachers in changing the behavior of the mentally retarded child are included in this text. Part one is oriented toward the methods and principles of behavior modification and examples of techniques are included. Part two is aimed at specifying some of the activities to which these methods can be applied. The appendices include: materials, reinforcers, sample forms for pre-test and post-test, and application to blind and deaf children. (TPTT)

Linde, Thomas F.; and Kopp, Thusnelda. TRAINING RETARDED BABIES AND PRE-SCHOOLERS. Illinois: Charles C. Thomas, Publisher, 1973.

Presented for parents or teachers is a training program to prepare the retarded infant or pre-school child for special education classes. (ERIC)

Logue, Patrick E. UNDERSTANDING AND LIVING WITH BRAIN DAMAGE. Illinois: Charles C. Thomas, Publisher, 1975.

Intended for parents of brain damaged children or adults, the book explains the behavioral effects, thinking changes, and emotional consequences of strokes, head injuries, aphasia, and minimal brain dysfuntion and hyperactivity. Each chapter provides a description of the condition, a discussion of possible behavioral consequences, suggestions as to management and programming possibilities within the home, and sources of professional help and treatment.

Love, H. THE MENTALLY RETARDED CHILD AND HIS FAMILY. Illinois: Charles C. Thomas, Publisher, 1971.

Intended for parents of retarded children, the book offers advice on the management of the retarded child, considers the adjustment problems of the parents, reviews the history and causes of mental retardation, examines public responsibility for the retarded, and discusses education, recreation, prevention and treatment. (ERIC)

Lynch, Eleanor Whiteside; and Others. MAINSTREAMING PRESCHOOLERS: CHILDREN WITH MENTAL RETARDATION. A GUIDE FOR TEACHERS, PARENTS, AND OTHERS WHO WORK WITH MENTALLY RETARDED PRE-SCHOOLERS. Washington, D.C.: Administration for Children, Youth and Families, 1978.

This guide to mainstreaming is one of a series developed by Head Start. Included in this guide is information on the meaning, benefits, and implementation of mainstreaming and discusses the role of the parent, the levels of mental retardation, rate of learning, and diagnositc problems; planning, physical setting, and teaching techniques for mainstreamed children. Information of specialists, organizations and other sources of help are appended. (ERIC)

Moore, C.; and Morton, K. A READER'S GUIDE FOR PARENTS OF CHILDREN WITH MENTAL, PHYSICAL OR EMOTIONAL DISABILITIES. Maryland: Bureau of Community Health Services, 1976.

SEE General Information.

Perske, R. NEW DIRECTIONS FOR PARENTS OF PERSONS WHO ARE RETARDED. Nashville, Tennessee: Abingdon Press, 1973.

For parents who elect to keep the retarded family member in their own home or a nearby residential facility. The book includes four sections which focus on "yourself, your child, the family, and society". (TPTT)

Pueshcel, S.(Ed). DOWN'S SYNDROME: GROWING AND LEARNING. Kansas: Sheed, Andrews, and McMeel, 1978.

Primarily intended to provide updated information to parents of Down's syndrome children, the book presents an overview of the life of a Down's syndrome person. Addressed are the following topics: birth, resources for rearing a handicapped child, a historical viewpoint, etiology, child characteristics, overview of developmental expectations, early developmental stimulation, gross motor skills, fine motor skills, feeding, the school years, home and community as a source of enrichment, special concerns of the adolescent, vocational training, and parting from home. (ERIC)

Schleifer, M.J. "Marital Stress". EXCEPTIONAL PARENT, Vol. 10, February 1980, pp. 16-18.

This article tells about a family of four: father, mother, teenage daughter, and nine year old severely brain damaged son. It tells of the stresses that have been placed on the family life due to the son's care. It also discusses the struggle parents of handicapped children endure in their lives.

Skelton, M. "Areas of Parental Concern about Retarded Children". MENTAL RETARDATION, Vol. 2, 1972, pp. 38-41.

In order to identify the perceived needs of families with retarded children, a study was conducted that contrasted the problems experienced by families with hospitalized children and families with the child at home. Seven areas of concern were discovered among the parents of both groups. The parents worried about quality training and education, the interference with the family life by the child, physical care and protection of the child, and the problems caused by the child in the community. The article presented ideas and programs that could help the situations become less troublesome such as day care, camps, etc.

Smith, D.; and Wilson, A.A. THE CHILD WITH DOWN'S SYNDROME: CAUSES, CHARACTERISTICS AND ACCEPTANCE. Pennsylvania: W.B. Saunders Company, 1973.

Addressed primarily to parents, the book considers the genetic causes of Down's syndrome: the physical, mental, and social characteristics of children with Down's syndrome, and family adaptation to the presence of a handicapped child. (ERIC)

Smith, R. AN INTRODUCTION TO MENTAL RETARDATION. New York: McGraw-Hill Book Co., 1971.

This relatively non-technical discussion of mental retardation is directed to students, teachers, and others interested in mental retardation. (ERIC)

Strauss, Susan. IS IT WELL WITH THE CHILD? A PARENT'S GUIDE TO RAISING A MENTALLY HANDICAPPED CHILD. New York: Doubleday and Co., 1975.

Written for a mother of a retarded child, the text provides practical information for parents on rearing a mentally handicapped child. The author draws from her own experiences and research in suggesting specific ways to locate diagnostic facilities, to find and evaluate day school and residential care, and cope with the problems a retarded child creates within the family. (ERIC)

Willis, J.W.; and Others. THE SPECIAL CHILD. Illinois: Charles C. Thomas, 1976.

The book provides information on mental retardation, hearing and speech problems and behavior problems. Included is a list of organizations which provide information to parents. Focused on are adjustment to the reality of the handicapped child, sensible child rearing techniques, and methods of obtaining professional help. (ERIC)

Programs, Organizations, Products and Additional Resources

PROJECT TITLE : PROJECT SAIL

CONTACT PERSON : George H.S. Singer 916/926-3605

PROJECT ADDRESS : 300 E. Jessie Street
Mt. Shasta, CA 96067

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Children and youth, ages 11 to 21, who are mentally retarded and multiply handicapped. Handicapping conditions are severe to profound. Their parents are also served.

PROJECT ABSTRACT : Project SAIL is a deinstitutionalization model. A behavioral-remedial group training home serves as a transitional training site for school aged children and youth who have been in a state hospital or who are in danger of institutionalization. The training home provides behavior modification to reduce severe asocial behaviors. It also provides skill training in domestic, leisure, communication, and community living skills. An outreach worker provides assistance to parents and care providers, develops support networks for clients by coordinating programming between school, home, and other environments, and prepares the next environment for placement of the client in a community care home or natural home.

PROJECT MATERIALS: Manual - Implementation Manual

(1980-82 PDAS)

PROJECT TITLE : Mench Project - Meaningful Education Now for Citizens with Handicaps

CONTACT PERSON : Ms. Bernita Burge 415/334-6817

PROJECT ADDRESS : Project Office
Mench Project
Louise Lombard School
700 Font Boulevard
San Francisco, CA 94109

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Youth aged 12-22 years who are mildly to moderately mentally retarded, and their parents.

PROJECT ABSTRACT : This model encompasses the development of a teaching curriculum for providing instruction in the areas of self-esteem, social skills, personal hygiene, and sexual information to mildly and moderately mentally retarded adolescents. Included is a training design for training two-person teams (professionals and paraprofessionals) and teachers to provide the teaching curriculum to the service population.

Parents are involved as information reinforcers.

PROJECT MATERIALS: Mench Curriculum To Teach Self-Esteem, Social Skills, and Sexuality Information To Moderately Mentally Retarded Adolescents
Curriculum Guide

(PDAS 80-81)

PROJECT TITLE : PROMOTING THE INTEGRATION OF SEVERELY HANDICAPPED CHILDREN INTO SCHOOL/COMMUNITY SOCIAL SYSTEMS

CONTACT PERSON : Luanna Voeltz 808/948-7778

PROJECT ADDRESS : Hawaii Integration Project
Department of Special Education
Wist Hall, Room 208
University of Hawaii
1776 University Avenue, UAI
Honolulu, HI 96822

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Children and Youth aged 3 to 20 years, who are mentally retarded, and multiply handicapped and whose handicapping conditions are severe to profound. Their parents are also served.

PROJECT ABSTRACT : Some major goals of the project are to: 1) promote the development of necessary and beneficial social interactive skill levels and behaviors in severely handicapped children to facilitate their acceptance by and adjustment to integrated community settings; 2) develop effective methods of training (including inservice) to prepare general education teaching staff, nonhandicapped students, administrative and state agency staff, parents of handicapped and non-handicapped, and other community constituents to adjust successfully to the inclusion of severely handicapped children and youth into community settings.

PROJECT MATERIALS: Slide tape - Special Friends Slide Show. Hawaii Integration Project.
Manual - Special Friends Training Manual: Starting a Project in Your School

(1980-81 PDAS)

PROJECT TITLE : EARLY EDUCATION PROGRAM FOR DOWN'S SYNDROME INFANTS AND CHILDREN

CONTACT PERSON : Joyce Paul, Director

PROJECT ADDRESS : Hikes Annex
3819 Bardstown Road
Louisville, KY 40218

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Thirty-two Down's syndrome children, aged birth to 6 years, and their parents.

PROGRAM ABSTRACT : The project conducts an Infant Preschool Program in a school setting for children aged birth to 18 months. Parents bring their child one hour per week for ongoing assessment and training in techniques to enhance the child's skill development. Early Preschool class serves children aged 19 to 36 months in a half-day, school-based group program. Two intermediate Preschool classes for children aged 3 to 5 years operate for a full school day, five days per week.

The Parent Program offers peer support and encourages sharing and participation in the model demonstration program. The parents schedule meetings for general information concerning Down's syndrome and community resources. Parents receive assistance regarding the sssessment and teaching of their children. Parents may serve on the Advisory Committee, thus providing input regarding the model and advocating actively for early education for the handicapped. The project requires parent participation in assessment, IEP development, attendance, carrying out the instructional program and data collection.

(1980-82 TADS/WESTAR)

PROJECT TITLE : A MODEL TO DEMONSTRATE THE DEVELOPMENT OF INTERPERSONAL INTERACTIONS WITH SEVERELY HANDICAPPED STUDENTS

CONTACT PERSON : Francis L. Kohl 301/454-5689

PROJECT ADDRESS : Department of Special Education
University of Maryland - College of Education
College Park, MD 02742

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Children and youth aged 5 to 21 years who are mentally retarded and whose handicapping conditions are severe. Their parents are also served.

PROJECT ABSTRACT : The project focuses on the development and verification of a model designed to teach systematically a wide variety of interpersonal interactions to severely handicapped students (ages 5-21) enrolled in the Prince George's County, Maryland, Public School System. It is the goal of this project to demonstrate that all severely handicapped students, regardless of presumed physical cognitive, or age limitations, are capable of learning viable forms of interaction with other individuals in their environment.

Services are provided in a special center in one school district in a suburban setting.

PROJECT MATERIALS: Not indicated.

(1980-82 PDAS)

PROJECT TITLE : DETROIT PRESCHOOL PUPIL/PARENT/PROFESSIONAL READINESS PROJECT

CONTACT PERSON : Beverly J. Johnson, Director 313/898-8819, 313/898-8820

PROJECT ADDRESS : Goldberg School - Room 11
1930 Marquette Avenue
Detroit, MI 48208

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Twenty educable mentally impaired (EMI) pupils aged 3 to 7 years typifying socioeconomic, educational and cultural problems of the school district, and their parents.

PROJECT ABSTRACT: The project operates a classroom for children aged 3 to 5 years and another for children aged 5 to 7 years. To facilitate mainstreaming with nonhandicapped peers, classrooms and the Head Start program are located in the same building. Project staff use the language experience approach to develop language and reading skills. The project conducts monthly parent education workshops. Parents also observe in classrooms and may serve on the advisory council and parent guild.

PROJECT MATERIALS: Home Activity Packs
Parent-Child Sensory Experience Lesson compliments the parent child field trips
Monthly newsletter - Correspondence Course for Parents
"For Men Only" - group meetings relating to concerns of male family caregiver.

(1980-82 TADS/WESTAR)

PROJECT TITLE : BIG SKY EARLY EDUCATION CENTER

CONTACT PERSON : Robert E. Crow, Director 406/243-5467

PROJECT ADDRESS : 401 Social Science Building
University of Montana
Missoula, MT 59812

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Trainable mentally retarded and multiply handicapped children ages birth to 5 years who live in rural areas in and around Missoula, and their parents. Children less than 2½ years of age are served through interagency agreements, primarily involving parent training.

PROJECT ABSTRACT: The project offers individualized center-based service based on individual daily programs developed by the staff which cover major developmental areas for each child.

Parents are involved in designing their child's IEP and in carrying out instructional programs in the home and center. Individual and group parent training programs are available through interagency agreement. The project, with community-based agencies, provides greater accessibility to support groups and community and state social service resources for parents.

PROJECT MATERIALS: Social skills training package
procedures manual
Parent training material

(1980-82 TADS/WESTAR)

PROJECT TITLE : ALBUQUERQUE SPECIAL PRESCHOOL INTEGRATION PROJECT

CONTACT PERSON : Gail Beam, Director 505/266-8811

PROJECT ADDRESS : 3501 Campus N.E.
Albuquerque, NM 87106

PROJECT TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Eighteen mild to moderately retarded/developmentally delayed children aged 3 to 5 years who may also have chronic health problems and or sensory deficits, together with non-handicapped aged 2-4. The children's parents are served as well.

PROJECT ABSTRACT : Handicapped and nonhandicapped children are integrated in two on-site classrooms where the ratios of handicapped to nonhandicapped vary, as the number of teachers and their special areas. Both levels use a developmentally sequenced curriculum with speech and occupational therapy support services.

Goals for parents are to increase the awareness and acceptance of handicapping conditions and to improve parental skills and attitudes. Parents receive newsletters, are encouraged to participate in parent classes designed to meet stated needs, in IEP development, to visit or volunteer in their child's class conference regularly with members of their child's educational/ therapeutic team.

(1980-82 TADS/WESTAR)

PROJECT TITLE : PHILADELPHIA'S URBAN MODEL FOR A QUALITY EDUCATIONAL SERVICE SYSTEM FOR SEVERELY HANDICAPPED CHILDREN

CONTACT PERSON : John C. Abbott 215/351-7189

PROJECT ADDRESS : Division of Special Education
Stevens Administration Center, Room 201
13th and Spring Garden Streets
Philadelphia, PA 09146

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Children and youth aged 5 to 21 years who are mentally retarded, and whose handicapping conditions are severe to profound, and their parents.

PROJECT ABSTRACT : This five-component project is designed to develop a model of comprehensive services for severely and profoundly impaired (SPI) students in the School District of Philadelphia. Services are provided in regular elementary and secondary schools. One school district in a major and inner city setting is involved.

Parents are seen as integral agents in the education of the children.

PROJECT MATERIALS: Not indicated.

(1980-82 PDAS)

PROJECT TITLE : HARLEYVILLE EARLY LEARNING PROGRAM (HELP)

CONTACT PERSON : Rosemarie B. Gregory, Director 803/873-5750
803/462-2273

PROJECT ADDRESS : Route 1, Box 126
Harleyville, SC 29448

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Mildly and moderately retarded children aged 2½ to 8 years and their parents. They do not have access to an appropriate program and reside in a rural area of the South Carolina Coastal region (Dorchester County)

PROJECT MATERIALS: Two public school classrooms operate two full-day classes five days per week. The integrated classroom serves nonhandicapped and handicapped children in a regular kindergarten program. The curriculum is based on High Scope's cognitively oriented curriculum, which constructs a developmentally valid educational framework for children who are functioning in the Piagetian "preoperational" period of development.

HELP provides home-based training to parents to assist them in teaching the skills recommended for their child by the education program. The project also provides inservice education on child development, mental retardation and specific child-rearing practices.

PROJECT MATERIALS: Instructional materials indicated but not named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : EARLY LIFESTYLE PROGRAM DEMONSTRATION PROJECT

CONTACT PERSON : Pam Frakas, Director 615/388-3810

PROJECT ADDRESS : 412 West Ninth Street
Columbia, TN 38401

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Moderately to severely retarded children and their parents from a six-county area in rural southcentral Tennessee. The project serves seven children aged 4 to 8 years in a preschool classroom at the King's Daughters' School. An additional 18 children aged birth to 4 years participate in a home-based infant education program.

PROJECT ABSTRACT : The Early Lifestyle Program replicates the Preschool Classroom and the Home-based Infant Model of the Norfolk Early Education for Handicapped Children Project (NEEHCP). The classroom curriculum is Norfolk's "Individuals in Groups" which provides for the integration of one-to-one training and normative small-group instructional activities with theme/topics or units of study. The curriculum design of the Home-based Infant Model allows for the integration and use of various existing curriculum materials.

At least 25% of the Advisory Council is composed of parents. The project schedules group parent activities regularly. Parents receive training for implementing home teaching programs through classroom participation or weekly home visits. Parents also participate in their child's assessment and IEP development and implementation.

PROJECT MATERIALS: Instructional materials indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : LITTLE TENNESSEE VALLEY EDUCATIONAL COOPERATIVE (LTVEC)

CONTACT PERSON : Jerome H. Morton, Director 615/986-5646

PROJECT ADDRESS : Route 9, Box 316
Lenoir City, TN 37771

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Twenty-three children aged birth to three years who meet one of the following cirteria: 1) medical diagnosis of a condition associated with mental retardation, 2) cognitive abilities measured on standardized test instruments within the moderate, severe or profound range of mental retardation, 3) moderate to severe delay in two of the five developmental areas--cognitive, language gross motor, fine motor, personal-social. Their parents are also served.

PROJECT ABSTRACT: A precision-teaching instructional approach is incorporated into a center-based program which the children attend two mornings a week. Home-based programming is provided to each child. Parent involvement includes training, classroom involvement, and participation on the advisory board and multidisciplinary teams. The project will help parents establish respite care arrangements. A Parent Information Center is being developed.

PROJECT MATERIALS: Parent Handbook
Notes and/or newsletters Indicated but not specifically named

(1980-82 TADS/WESTAR)

PROJECT TITLE : OUTFIT PROJECT

CONTACT PERSON : Harris Gabel, Principal Investigator 615/322-8425

PROJECT ADDRESS : George Peabody College
Box 151
Vanderbilt University
Nashville, TN 37203

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Project

POPULATION SERVED: Mentally retarded and multihandicapped children aged birth to 4 years residing in rural areas of middle Tennessee. Their parents are also served.

PROJECT ABSTRACT : An activity program is developed for each child in gross motor, personal/social, hearing and speech, nonverbal communication, eye-hand coordination and gestural and verbal imitation. Parents participate in individual training sessions which focus on implementing their child's educational program. The project also offers programs for extended family members and local allied professionals.

PROJECT MATERIALS: *FIT Guide*
Parent Group Guide

(1980-82 TADS/WESTAR)

PROJECT TITLE : PROJECT TRANSITION

CONTACT PERSON : Marlene K. Hollier 713/526-2871
Director

PROJECT ADDRESS : NHMRA
2501 Dunston
Houston, TX 77005

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: The project provides transitional support services to 35 children enrolled in early childhood classes in 3 local public school districts, and their parents. The children are 3 to 5 years in age, and handicapping conditions range from mild to severe levels of mental retardation and developmental delay. Their parents are also served.

PROJECT ABSTRACT : The project assists young children leaving infant programs for ECH classes in the public schools. The staff assist public school personnel in determining appropriate placement and IEP development.

Services to parents are primarily informative in nature. Prior to the children's entry into ECH classes, a series of 5 parent meetings is held in which such topics as parental rights and responsibilities, IEP development, P.L. 94-142, parent-teacher communication and parent support organizations are discussed. A project staff member attends the child's initial staffing meeting with the parent(s). After the children are enrolled in ECH classes, the project staff inform parents of local activities and programs of interest. The goal is to enable parents to become effective communicators with their children's ECH teachers rather than to rely on project staff for liaison assistance.

PROJECT MATERIALS: The Project Transition Parent Notebook
A brochure describing Project Transition
The Project Transition developmentally sequenced curriculum.

(1980-82 TADS/WESTAR)

PROJECT TITLE : INTEGRATED EDUCATIONAL SERVICE DELIVERY MODEL FOR SEVERELY HANDICAPPED CHILDREN AND YOUTH

CONTACT PERSON : Wes Williams 802/656-4031

PROJECT ADDRESS : University of Vermont
438 Waterman Building
Burlington, VT 05404

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Children and youth, aged 6 to 21 years, who are mentally retarded, and whose handicapping conditions are severe to profound. Their parents are also served.

PROJECT ABSTRACT : This project intends to develop a model for facilitating integration and interaction among severely handicapped persons (ages 6-21) and nonhandicapped peers and adults. Severely handicapped learners who are provided educational services through the Burlington Public Schools (BPS) constitute the target population.

The model includes four components: parent services, a social interaction curriculum, community-based training, and inservice training. The parent services component will provide instruction to parents to facilitate the maintenance and generalization of social interactions in home and neighborhood environments.

PROJECT MATERIALS: Not indicated.

(1980-82 PDAS)

PROJECT TITLE : RICHMOND SECONDARY PROJECT

CONTACT PERSON : Paul Wehman 804/247-1305

PROJECT ADDRESS : Division of Educational Services
Virginia Commonwealth University
901 W. Franklin
1045 Olive Hall
Richmond, VA 23284

PROGRAM TYPE : Handicapped Children's Model Program

POPULATION SERVED: Mentally retarded and multiply handicapped children and youth, aged 10 to 21 years whose handicapping conditions are severe to profound. Their parents are also served.

PROJECT ABSTRACT : This model education program for severely/profoundly handicapped children operates three classrooms for 23 students in the Richmond Public Schools. The objectives of the project include demonstration of data-based programming, functional curriculum evaluation of single-subject designs, and development and validation of curricula in vocational, home living, and leisure skill areas for SPH adolescents. Parent involvement is facilitated by regular in-the-home visits and technical assistance delivered in the context of program follow-through for project children.

PROJECT MATERIALS: Monograph (for teachers and parents) - Instructional Programming for Severely Handicapped Youth: A Community Integration Approach
Newsletter - Soundings From Richmond Secondary Project

(1980-82 PDAS)

PROJECT TITLE : DOWN'S SYNDROME CONGRESS

CONTACT PERSON : Not indicated

PROJECT ADDRESS : 1640 W. Roosevelt Road
Room 156 E
Chicago, IL 60608

PROGRAM TYPE : International parent/citizen/professional organization

POPULATION SERVED: Children and adults with Down's Syndrome and their parents

PROJECT ABSTRACT : The Down's Syndrome Congress purpose is:

1. To advocate for the realization and enhancement of the full spectrum of human and civil rights for persons with Down's Syndrome.
2. To address the social policy issues and conditions that limit the full growth and potential of children and citizens with Down's Syndrome.
3. To encourage research related to Down's Syndrome and quality human services.
4. To advise and aid parents in the solutions of their special needs and to coordinate their efforts and activities.
5. To promote the principles of normalization to transform, humanize and dignify all human services upon which persons with Down's Syndrome rely.
6. To develop a better understanding of Down's Syndrome by the public.
7. To promote a more active and progressive relationship between the organized families of persons with Down's Syndrome.
8. To serve as a clearing house for gathering and giving out sound information regarding Down's Syndrome.
9. To solicit and receive funds for the accomplishment of the above purposes.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Down's Syndrome News
Informational Brochure - Down Syndrome - Spanish translation available as well
Bibliography

MULTIPLY HANDICAPPED

Books, Articles and Printed Materials

Balthazar, Carl E. TRAINING THE RETARDED AT HOME OR IN SCHOOL: A MANUAL FOR PARENTS, HOME TRAINERS AND OTHERS. Palo Alto, Cal.: Consulting Psychologists Press, 1976.

> Intended for parents and teachers of mentally retarded and/or multiply handicapped children and adults, the manual focuses on training in fundamental self care skills and basic social coping behaviors (ERIC)

Baumgartner, Bernice. HELPING EVERY TRAINABLE MENTALLY RETARDED CHILD. New York: Teacher's College Press. 1975.

> Designed for parents and teachers, the guide contains information on school programs for the multiply handicapped and trainable mentally retarded (IQ under 50) child. (ERIC)

Freeman, Peggy. UNDERSTANDING THE DEAF/BLIND CHILD. England: William Heinemann Medical Books Ltd. 1975

> Focusing on the need for early training and cooperation between parents and teachers, the text provides detailed information and practical suggestions for the parent of a deaf/blind child from the time of birth up to school admission. (ERIC)

Holland, Esther. LET'S TRY TO HELP: A GUIDE FOR PARENTS OF YOUNG MULTI-HANDICAPPED CHILDREN. Hartford: Connecticut Institute for Blind, Oak Hill School, 1976.

> Intended for parents of blind children with one or more additional handicaps, the booklet suggest practical teaching methods and activities for aiding child development. (ERIC)

Kenowitz Leonard A. and Jill Gallaher. "Generic Services for the Severely Handicapped and Their Families: What's Available"? Educational Programming for the Severely and Profoundly Handicapped. CEC. Division Mental Retardation, 1977. pp. 31-40.

Mikalonis, Lillian and others. LEISURE TIME ACTIVITIES FOR DEAF/BLIND CHILDREN. Northridge, COL.: Joyce Motion Picture Co., 1974.

The manual provides nearly 100 separate projects, games, learning experiences, and other leisure time activities for parents and others to use with deaf blind children. (ERIC)

Van Tussel, Jean. POTS AND PANS ACTIVITIES FOR PARENT AND CHILD: ACTIVITIES FOR PRE-SCHOOL MULTIPLY HANDICAPPED CHILDREN. Arlington, VA.: ERIC Document Reporduction Service, Inc., 1973.

Intended for parents and teachers of multiply handicapped preschool children, the booklet provides lession plans in three major areas: basic concepts, motor activities, and language activities. (ERIC)

Programs, Organizations, Products and Additional Resources

PROJECT TITLE : EARLY CHILDHOOD EDUCATION FOR THE SEVERELY/MULTIPLY HANDICAPPED (ECE-SMH center)

CONTACT PERSON : Thomas G. Roberts, Director 602/965-3002

PROJECT ADDRESS : ECE-SMH Center, ASU
Department of Special Education
Tempe, AZ 85281

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Twenty severely/profoundly handicapped preschool children, aged birth to 6 years, and their parents. Most children are multiply handicapped.

PROJECT ABSTRACT : A Basic Skills classroom environment for 3 to 6-year-old SMH children meets at the center five days a week. An Early Intervention (0-3) group meets two days a week at the center for intensive programming and parent training. In addition, clients receive periodic home visits from the project staff.

Individualized parent involvement includes instructional sessions at the center and in the home, small group training sessions, classroom observations and participation, conferences, progress notebooks, home visits, parent meetings, task forces and a "buddy system." Parents of children in the Early Intervention Phase are trained to implement their child's program.

PROJECT MATERIALS: A slide-tape presentation, Parents Can Teach, depicts parents receiving training in direct instructional techniques for infants. In addition, the project has developed a slide-tape of the overall program.

(1980-82 TADS/WESTAR)

PROJECT TITLE : PEDIATRIC INTERVENTION PROGRAM

CONTACT PERSON : Thomas P. Cooke, Director 707/664-2416

PROJECT ADDRESS : California Institute on Human Services
1801 E. Coteti Avenue
Rohmert Park, CA 94928

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED : Thirty-nine children aged birth to 3 years who are multi-handicapped, and their parents.

PROJECT ABSTRACT : Service delivery involves implementing instructional objectives relating to the physiological, behavioral, social and emotional development of the children. The project uses the Hawaii Curriculum, San Juan, Teaching Research and the PEEK Curriculum.

PROJECT MATERIALS: Slide show
Brochure
Parent training packets
Parent workshops
Handout - Parents Strength and Needs Assessment assesses parental needs and services and is used in program evaluation.

(1980-82 TADS/WESTAR)

PROJECT TITLE : THERAPEUTIC-EDUCATIONAL DAY CARE FOR INFANTS (TEDI)

CONTACT PERSON : Elliot E. Lapin, Director 202/832-4400

PROJECT ADDRESS : 1731 Bunker Hill Road, N.E.
Washington, D.C. 20017

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Severely multi-handicapped children aged birth to 5 years, their parents and their prospective public school teachers.

PROJECT ABSTRACT : TEDI is an early intervention day care center. The project offers a therapeutic-educational approach to helping the severely multihandicapped child.
TEDI encourages parents to participate in all aspects of the program, including observation and participation in the classroom, discussions and sharing with other parents, and participation in community panels and conferences. The project offers psychological services to the parents in the form of group counseling.

PROJECT MATERIALS: Instructional materials indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : THE CHICAGO INSTITUTIONALIZATION PREVENTION PROJECT FOR SEVERELY HANDICAPPED CHILDREN

CONTACT PERSON : Judith Sewell Wright 312/996-1563

PROJECT ADDRESS : Institute for the Study of Developmental Disabilities
University of Illinois at Chicago Circle
1640 West Roosevelt Road
Chicago, IL 60608

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Youth aged birth to 3 years who are multiply handicapped and mentally retarded, and whose handicapping conditions are severe to profound. Their parents are also served.

PROJECT ABSTRACT : This project focuses on the critical problem of preventing the institutionalization of severely handicapped children. The comprehensive project is composed of three components each designed to ameliorate the factors that have been shown to lead to institutionalization: 1) a child component, 2) a family component, and 3) a community component. The purpose of the child component is to lessen the negative impact of the child's handicap on the familty, decrease the caretaking demand, to improve the parent's caretaking skills through an educational intervention. The family component is designed to foster acceptance of the handicapped child by the family and increase the behavioral capacity of the family to deal with the child at home. The community component will increase the availability of alternative caretaking services by training community caretakers.

PROJECT MATERIALS: Not indicated.

(1980-82 PDAS)

PROJECT TITLE : A COMPREHENSIVE COMMUNICATION CURRICULUM FOR THE EDUCATION OF SEVERELY/MULTIPLY HANDICAPPED SCHOOL CHILDREN

CONTACT PERSON : Lois J. Waldo 913/296-5318

PROJECT ADDRESS : Kansas Neurological Institute
3107 West 21st Street
Topeka, Kansas 66605

PROGRAM TYPE : Handicapped Children's Model Program
Program not renewed in 1981-82 but publications available from Early Childhood Institute at above address.

POPULATION SERVED: Children and youth aged 6-18 who are multiply handicapped, and whose handicapping conditions are mild to profound. Clients are from small towns, rural areas and cities.

PROJECT ABSTRACT : This project addresses communication training and family involvement for severely multiply handicapped students. Mediation of communication deficits among these children represents one of the most important objectives in their educational process. This program is designed to aid teachers and parents in developing a mutually supportive partnership, and in structuring their children's communication programming. The family involvement program discusses the advantages of parental involvement and presents strategies for program implementation for different levels of parental participation. The communication curriculum is designed to facilitate the development and training of communication skills which the children can use to control their environment. Teachers and parents are presented with techniques to identify, establish, and expand functional responses at whatever levels the children may currently be functioning. The intervention strategies are interfaced with current techniques to promote generalization of the functional communication.

PROJECT MATERIALS: Video tape - The Comprehensive Communication Curriculum #602
Manual - Teacher's Guide to Parent Involvement #603
Parents' Guide - Classroom Involvement, Communication Training, Resources #601

(1980-82 PDAS)

PROJECT TITLE : PROJECT ADVANCE: ACTION FOR DEVELOPMENT OF VOCATIONAL ALTERNATIVES, NEW CONCEPTS IN EDUCATION

CONTACT PERSON : Barbara Smith 617/924-3434

PROJECT ADDRESS : Perkins School for the Blind
175 North Beacon Street
Watertown, MA 02172

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Youth aged 13-21 years who are deaf-blind and whose handicapping conditions are moderate to severe, and their parents, from city, suburban, small town and rural settings in Massachusetts and other states.

PROJECT ABSTRACT : The goal of project is to generate new levels of vocational expectations for youth and expand their social and vocational opportunities.

For parents, project includes an intensive inservice training program, as well as a system to strengthen coordination and cooperation between parents, LEA's, SEA's, vocational rehabilitation agencies, and other planning and consulting advocates.

PROJECT MATERIALS: Not Indicated.

(1980-82 PDAS)

PROJECT TITLE : PROJECT RUN/OUTREACH

CONTACT PERSON : Genora S. Holloway 601/234-1476
Director

PROJECT ADDRESS : P.O. Box 967
Oxford, MS 38655

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Project

POPULATION SERVED: Severely/profoundly multiply handicapped children, aged birth to 48 months, and their families.

PROJECT ABSTRACT : Project RUN offers a diagnostic/therapeutic program for children who are functioning at a preschool developmental age. The Project RUN Assessment/Curriculum is used for each child's treatment program. The system includes four areas of infant development (auditory discrimination, visual-fine motor, communication and gross motor) within the birth to 48 month age range. The ultimate goal for the program is to prevent institutionalization or to facilitate deinstitutionalization of young severely/profoundly multiply handicapped children.

PROJECT MATERIALS: A Parent Component: Involvement and Training, Learning is Fun: A Guide for Parents, Project RUN - Bibliography of Resources for Serving the Handicapped, and Project RUN Early Education Assessment Curriculum for the Severely/Profoundly Multiply Handicapped

(1980-82 TADS/WESTAR)

PROJECT TITLE : ELMIRA MOBILE RESOURCE TEAM

CONTACT PERSON : George J. Welch, Director 607/733-0883

PROJECT ADDRESS : 301 Hoffman Street
Elmira, N.Y. 14905

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Approximately, twenty-five children, aged 3 to 6 years and handicapped in two or more areas of development, including Down's Syndrome, speech-language impairments, sensorimotor deficits, unusual perception problems, and mental retardation. Thier parents are also served.

PROJECT ABSTRACT : The team provides speech, language and occupational therapy, home/school services and resource support emphasizing early learning activities. The parent program informs and guides parents in appropriate management and intervention techniques. Parent involvement activities include parent group meetings, newsletters, home visits, advisory committee, workshops and progress review conferences.

PROJECT MATERIALS: Instructional materials indicated but not named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : SCHOOL-AGE SERVICES PROJECT

CONTACT PERSON : Philippa Campbell 216/379-8256

PROJECT ADDRESS : Children's Hospital Medical Center of Akron
281 Locust Street
Akron, OH 44308

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED : Deaf-blind children, aged birth to 6 years,whose handicapping conditions are profound, and their parents from rural, small town and city environments in five counties.

PROJECT ABSTRACT : This project will develop and demonstrate an educational model for a minimum of 12 deaf-blind multihandicapped preschool aged children, including integration with nonhandicapped children within a regular elementary school.

Inservice training for educators and administrators, parent training, and training of nonhandicapped children will be used by project staff as a means of ensuring successful programming for deaf-blind children within integrated school and community environments.

PROJECT MATERIALS DEVELOPED FOR PARENT USE : Manual - Recipes for Parent Programming

Other materials not indicated.

(1980-82 PDAS)

PROJECT TITLE : DEINSTITUTIONALIZATION MODEL FOR DEAF-BLIND CHILDREN AND YOUTH

CONTACT PERSON : David Templeman 503/838-1220

PROJECT ADDRESS : Teaching Research
345 Monmouth Street
Monmouth, OR 97361

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Serves Deaf-blind children and youth, aged 6 to 8 years, whose handicapping conditions are severe to profound, and their parents.

PROJECT ABSTRACT : This model is demonstrating procedures for placing deaf-blind children from institutions into family settings in the community, with the children's natural families, foster families, or in small group homes. The project focuses on the preparation and training of critical community service providers and the establishment of a close relationship between the public school and the home environment.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Manuals: The Resource Manual for Parents of Deaf-Blind Children

Guide for Use of the Resource Manual for Parents of Deaf-Blind Children

(1980-82 PDAS)

PROJECT TITLE : INNOVATIVE VOCATIONAL MODEL FOR DEAF-BLIND YOUTH

CONTACT PERSON : Isabelle Egan 503/838-1220 Ext. 391

PROJECT ADDRESS : Teaching Research
345 Monmouth Street
Monmouth, OR 97361

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED: Youth from throughout Oregon who are visually handicapped, hard of hearing, mentally retarded and deaf-blind and aged 12 to 21 years. Their handicapping conditions range from moderate to severe; their parents are also served.

PROJECT ABSTRACT : This project is helping handicapped secondary students prepare for a successful entry into the world of work. Parent input is sought throughout a well integrated 3-step plan for helping the handicapped gain successful employment.

PROJECT MATERIALS: Curriculum: Teaching Research Curriculm for Handicapped Adolescents and Adults: Personal Hygiene

Other products not indicated.

(1980-82 PDAS)

PROJECT TITLE : MODEL PROJECT FOR DEAF-BLIND YOUTH

CONTACT PERSON : Dave Templeman 503/838-1220

PROJECT ADDRESS : Teaching Research
Todd Hall
Monmouth, OR 97361

PROGRAM TYPE : Program for Severely/Profoundly Handicapped Children and Youth

POPULATION SERVED : Deaf-blind youth, aged 13 -21 years, whose handicapping conditions range from mild to profound, and their parents.

PROJECT ABSTRACT : The intent of this project is threefold. First, it attempts to demonstrate that deaf-blind youth can be educated in classrooms which are not solely set up for the education of deaf-blind children. Since demonstrating this fact is only half the task, the project has designed an inservice training approach for training teachers in this model of educating severely handicapped deaf/blind youth. The Parent Training Clinic serves as a programming resource to the parents (natural or foster), classroom teachers, and group home staff. Clinic staff provide programming and training in remediation of inappropriate behaviors, in either the home or school environment, in addition to skill development programs. They may also serve as a resource to assist in the coordination of a consistent programming effort between home and school.

PROJECT MATERIALS : The Teaching Research Curriculum for Handicapped Adolescents and Adults with Adaptations for Sensory Impaired: Personal Hygiene

No other materials indicated.

(1980-82 PDAS)

PROJECT TITLE : TECHNICAL EDUCATIONAL CENTER FOR CHILDREN WITH HANDICAPS (PROJECT TEACH)

CONTACT PERSON : Harold Perry, Director 901/795-3930

PROJECT ADDRESS : 4259 Forest View Drive
Memphis, TN 38118

POPULATION SERVED: Serves ten severely physically handicapped children who are nonverbal and dependent in activities of daily living.

PROJECT ABSTRACT : The project provides a system of assistive devices designed to enhance the educational opportunities for severely physically handicapped children. Each child attends the class most appropriate for his or her academic and developmental level and follows the curriculum specified on the IEP. The parent program provides home and school visits, group meetings and a newsletter to help parents use,maintain and incorporate technical aids in the total management program of their child.

PROJECT MATERIALS: The project-developed Technical Aid Evaluation Instrument collects the information necessary to prescribe aids in the areas of seating/mobility, communication, feeding and toileting.

PROJECT TITLE : A MODEL PRESCHOOL CENTER FOR HANDICAPPED CHILDREN OUTREACH PROJECT

CONTACT PERSON : Rebecca F. DuBose, Director/Coordinator 206/543-4011

PROJECT ADDRESS : Experimental Education Unit WJ-10
Child Development and Mental Retardation Center
Seattle, WA 98195

PROGRAM TYPE : Handicapped Children's Early Education Program Outreach Projects

POPULATION SERVED: Two hundred children with a variety of handicaps, aged birth to 6 years, at the Alice H. Hayden Preschool Program, and their parents.

PROJECT ABSTRACT : The project offers field-based and center-based training, technical assistance, instructional and informational materials and follow up assistance as requested.
The program has demonstrated effectiveness in working with communication-delayed children and those with Down's syndrome and other developmental delays. Parent involvement techniques are particularly useful in maximizing child gains, as parents and other members of the interdisciplinary team coordinate efforts both at home and at school on behalf of the pupils.
At least forty sites are known to be using components of the demonstration model.

PROJECT MATERIALS: Tester's Manual
Criterion tests
Pupil record sheets: Uniform Performance Assessment System (UPAS), Level, Birth - Six Years
Parent Education materials indicated but not named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : CHILDREN WITH HANDICAPS IN ACCOUNTABLE RURAL TEACHING (CHART)

CONTACT PERSON : John D. Cone, Director 304/293-3303

PROJECT ADDRESS : 311 Oglebay Hall
West Virginia University
Morgantown, WV 26506

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Six to 8 moderately to profoundly multihandicapped children, aged 3 to 6 years, from rural Preston County, and their parents.

PROJECT ABSTRACT : This combined center- and home-based program indigenous to the public school system completes a gap in the continuum of services from birth to adulthood. The program is fully integrated with existing early childhood education classes. A three-level parent/family involvement program includes group meetings, participation in home enrichment and classroom volunteer programs and formal parent training in using the model curriculum at home.

PROJECT MATERIALS : Not indicated.

PROJECT TITLE : SPINA BIFIDA ASSOCIATION OF AMERICA

CONTACT PERSON : Kent Smith, Executive Director 312/663-1562

PROJECT ADDRESS : 3435 Dearborn Street
Chicago, IL 60604

PROGRAM TYPE : National parent/young adult/professional organization with local chapters

POPULATION SERVED : Adults and youth with spina bifida, parents, and members of the professional, educational and vocational development community involved in the care of such youth and adults

PROJECT ABSTRACT : Helps parents of an infant to make contact with the nearest chapter where they can receive support and direction. Provides education material for the parent, pay persons and professionals, including tapes, on rental or purchase basis.

Provides media presentations, i.e. television and radio public service messages.

Technical questions can be answered by members of Professional Advisory Committee.

Provides an annual, national conference where services, and workshops are offered on scientific, social, medical and educational programs.

Bi-monthly publication, Insight, provides link between SBAA and all chapters and contains news and helpful information.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE
Newsletter - Insights
Manuals and handbooks - specifically named on Informational Publications List

PROJECT TITLE:	The National Association for the Deaf-Blind	
CONTACT PERSON:	Robert H. Petty President	405/360-0431
PROJECT ADDRESS:	2703 Forest Oak Circle Norman, Oklahoma 73011	
PROGRAM TYPE:	National Parent/Professional Association	
POPULATION SERVED:	The Deaf-Blind, their families and friends.	

PROJECT ABSTRACT: The National Association for the Deaf-Blind is organized for the purposes of:

1. Promoting the health, education, and welfare of Deaf-Blind children, youth, and adults;
2. Bringing about a better understanding of the educational, emotional, or related problems which may be associated with Deaf-Blindness;
3. Encouraging the study of new ideas, practices, and techniques in dealing with the Deaf-Blind;
4. Disseminating information to persons about Deaf-Blindness through state, regional, and national meetings and publications, which also help identify needs, problems, and solutions.

It further serves the Deaf-Blind in the following specific ways:

1. Develops and monitors programs to meet the needs of parents and families of the Deaf-Blind.
2. Provides technical assistance to parents and friends in forming advocacy groups.
3. Acts as an information center.
4. Represents the Deaf-Blind, their families, and their friends on a nationwide scope.

PROJECT TITLE : THE ASSOCIATION FOR THE SEVERELY HANDICAPPED TASH)

CONTACT PERSON : Liz Lindley, Executive 206/523-8446

PROJECT ADDRESS : 7010 Roosevelt Way, NE
Seattle, WA 98115

PROGRAM TYPE : National parent/professional organization with state and/or local chapters

POPULATION SERVED: Advocates for the development and implementation of integrated education and habilitation services for handicapped persons from birth through adulthood.

PROJECT ABSTRACT : Disseminates research findings and practical applcations used for education and habilitation of the severely/profoundly handicapped individual.

Encourages effective use of all disciplines and all interested people: parents, teachers, administrators, medical personnel, OT/PT's and all others in order to achieve TASH's goals.

Facilitates the flow of communication between the above persons.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE : TASH Newsletter - information on national news, pre and in-service training, conferences and workshops, new publications and resources
Quarterly Journal - information on research findings and practical applications.

Moore, Mary H. (1979). Parent Partnership Training Program. New York: Walker Educational Book Corporation.

This is an instructional program designed to teach a broad range of practical skills to children and young adults with developmental disabilities.

Series of manuals entitled as follows:

Book 1 - Introductory Guide
Book 2 - Parents' Manual
Book 3 - Basic Communications Skills
Book 4 - Developing Social Acceptability
Book 5 - Developing Responsible Sexuality
Book 6 - Work Skills: Light Housekeeping and In-Home Assistance
Book 7 - Work Skills: Heavy-Duty Cleaning, Yards and Grounds Care
Book 8 - Skills of Daily Living: Towards Independence

This program was field tested, first in Eureka, and then elsewhere in California from 1975 to 1977. Various parts of it were used with more than 2,500 disabled students, ranging in age from three to the mid-twenties. Students had diverse handicapping conditions and were classified as trainable and educable, mentally retarded, multiply handicapped, emotionally disturbed, hearing impaired, sight impaired, or physically handicapped.

Parents contributed to the program's development from the beginning, helping to develop, test, revise, and approve every phase of the program. PPTP is especially designed to encourage communication between the school and family.

NOTE: Contact David Noriega, Bilingual Specialist
Student Support Services
Boston Public Schools
Boston, MA

Through his office translation of these manuals into Spanish is in process.

ORTHOPEDICALLY IMPAIRED

Books, Articles & Printed Materials

Duncan, Erika. "A Sense of Hope" HUMAN BEHAVIOR, Vol. 7, No. 5, May 1978, pp. 43-48.

The story of an eight year old boy with Apert's syndrom gives an account of his parents' reaction at birth, the medical treatment he was given, his rehabilitation and educational experiences, and, finally, his entrance into a school situation. Questions concerning his new mainstreaming situation included whether his presence in the classroom will cause other children to come close to him or simply ignore him, and whether the other children are sublimating their feelings of discomfort toward him rather than facing the feelings more openly. (ERIC)

Kieran, S. MAINSTREAMING PRE-SCHOOLERS: CHILDREN WITH ORTHOPEDIC HANDICAPS. A GUIDE FOR TEACHERS, PARENTS, AND OTHERS WHO WORK WITH ORTHOPEDICALLY HANDICAPPED PRE-SCHOOLERS. Washington, D.C.: Administration for Children, Youth and Families, 1978.

This guide to mainstreaming pre-schoolers with orthopedic handicaps is one of a series developed by Project Head Start. The guide offers much information on the meaning, benefits and implementation of mainstreaming. The text discusses local and regional resources and provides specialists who work with handicapped children. Explained are kinds of orthopedic handicaps, associated problems, ways of recognizing problems for referral, and the effect on the child's functioning and learning. (ERIC)

Kvarceus, W.; and Hayes, E. IF YOUR CHILD IS HANDICAPPED. Boston: Porter Sargent, 1969.

SEE General Information

PRE-SCHOOL LEARNING ACTIVITIES FOR THE PHYSICALLY DISABLED: A GUIDE FOR PARENTS. Washington, D.C.: Bureau of Education for the Handicapped, 1974.

Intended for parents of physically handicapped children, the booklet provides information on activities for children 3 to 6 years old. The document is divided into five sections: learning to move; self care skills; learning to think and communicate; developing self awareness; and activities to help a child learn to like himself and others. Appended are a glossary of terms, charts and a list of resources.

MEDIA

LATON GOES TO SCHOOL. Kansas City: Calvin Communications, Inc.

The documentary film is about a physically handicapped child (7 years old) and his transition from Head Start into the first grade. The efforts of the child's parents and teachers to allow for a smooth transition to public school are shown. The film illustrates the importance of parent involvement in the education of a special child and encourages parent-teacher teamwork in mainstreaming handicapped children. (15 min/sound/color/16mm) (ERIC)

PROJECT TITLE :	LIVING STAGE IMPROVISATIONAL THEATRE DEMONSTRATION PROJECT FOR ORTHOPEDICALLY HANDICAPPED CHILDREN AGES THREE TO EIGHT
CONTACT PERSON :	Robert Alexander, Director 202/554-9066
PROJECT ADDRESS :	Sixth and Maine Avenue, S.W. Washington, D.C. 20024
PROGRAM TYPE :	Handicapped Children's Early Education Program Demonstration Project
POPULATION SERVED:	Serves 25 children, aged 3 to 8 years with severe orthopedic handicaps, and their parents.
PROJECT ABSTRACT :	The Living Stage program asserts that the aesthetic/affective approach stimulates a positive self-concept and increases desire for communication. In a 2½ hour weekly workshop, the children explore and discover the world of imagination. Using a variety of improvisational techniques, the actors/educators involve the children in sound, movement, music and creative exercises. Parent involvement includes frequent on-site observation of workshops, ongoing consultations (including home visits) with the project coordinator regarding child progress and program goals, three formal meetings yearly to discuss objectives and techniques of the Living Stage program, and the option to participate in monthly training workshops in improvisation with the project director. The major goal of the parent component is to impact on parental attitudes toward the child's capabilities.
PROJECT MATERIALS:	Not indicated.

(1980-82 TADS/WESTAR)

PROJECT TITLE : BAYLIES PARENT TRAINING MODULES.
BAYLIES BEGINNING CENTER

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617/547-7472

PROJECT ADDRESS : Greater Boston Regional Education Center
54 Rindge Avenue Extension
Cambridge, MA 02140

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of orthopedically handicapped children

PROJECT ABSTRACT : This multi-session training program helped parents increase their parenting skills. Parents learned about specific child development skills such as reading and sensory-motor integration. They were to learn methods for improving communication within the family and between the home and the school. They also learned how to better utilize services within their community. Following this program parents were better able to help their physically disabled children.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated

PROJECT TITLE : NATIONAL ASSOCIATION FOR SICKLE CELL DISEASE, INC.

CONTACT PERSON : Dorothye H. Bosewell, Executive Director

PROJECT ADDRESS : 3460 Wilshire Boulevard
Suite 1012
Los Angeles, CA 90010

PROGRAM TYPE : National parent/professional organization with local member organizations

POPULATION SERVED: Parents, professionals, and other persons interested in sickle cell diseases.

PROJECT ABSTRACT : Not indicated.

PROJECT MATERIALS: DEVELOPED FOR PARENT USE Booklet - *How to Help Your Child To "Take it in Stride"* - Developed after a two day conference from input of parent and professional participants who have been involved with sickle cell anemia families. Booklet contains recommendations for additional reading.
Sickle Cell Disease: *Tell the Facts, Ouell the Fables*
Fact sheets

PROJECT TITLE : THE CANDLELIGHTERS FOUNDATION

CONTACT PERSON : Julia Sullivan, Executive Director 202/659-5136

PROJECT ADDRESS : Suite 1011
2025 Eye Street, NW
Washington, D.C. 20006

PROGRAM TYPE : National parent/professional organization with state or local affiliates

POPULATION SERVED: Children with cancer, their parents, and the medical and social professionals who treat them.

PROJECT ABSTRACT : It promotes self-help groups for teenagers, their parents and professionals, and works to identify and develop solutions to the problems of living with and treating childhood cancer.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: The Candlelighters Foundation Quarterly Newsletter
Teen Newsletter

PROJECT TITLE : EPILEPSY FOUNDATION OF AMERICA

CONTACT PERSON : William McLin, Executive Director 301/459-3700

PROJECT ADDRESS : 4351 Garden City Drive
Landover, MD 20785

PROGRAM TYPE : Non-profit health organization with state affiliates

POPULATION SERVED: Parents, professionals, those afflicted with epilepsy, and others interested in epilepsy.

PROJECT ABSTRACT : The agency's scope of activities include the sponsoring of programs, training and activities and the dissemination of information on epilepsy and its consequences, educational materials, employment rights, housing, transportation, health services and psychological services.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Pamphlet - Education for Children With Epilepsy
The Education for All Handicapped Children Act.

PROJECT TITLE :	THE CYSTIC FIBROSIS FOUNDATION
CONTACT PERSON :	Not indicated
PROJECT ADDRESS :	Consumer Reference Bureau Public Policy Department Cystic Fibrosis Foundation 6000 Executive Boulevard, Suite 309 Rockville, MD 20852
PROGRAM TYPE :	Non-profit Health Organization with local chapters or "centers"
POPULATION SERVED:	People with cystic fibrosis and their parents/families and other interested person.
PROJECT ABSTRACT:	The organization provides information and support for CF patients and their families. Its mission is to find the means for prevention, control, and effective treatment of cystic fibrosis.
PROJECT MATERIALS: DEVELOPED FOR PARENT USE	Brochure - Access to Education - Consumer Facts No. 4 Equal Employment Opportunity - Consumer Facts No. 3 Health and Nutrition Program - Consumer Facts No. 2 Tax Deduction - Consumer Facts No. 1 Fact sheets and brochures - for parents, CF patients, teachers, physicians

PARENTS' RIGHTS, DUE PROCESS, THE LAW, IEP'S AND MAINSTREAMING

Books, Articles & Printed Materials

A FEW QUESTIONS AND ANSWERS ABOUT DUE PROCESS FOR PARENTS OF HANDICAPPED CHILDREN. Columbus: Ohio Department of Education, 1979.

This entire 12-page brochure focuses on dispute settlement and related due process issues. Eleven steps to follow in assuring due process are presented. Procedures used in resolving differences between parents and school personnel are offered with emphasis on informal talks and case conferences. A review of federal regulations and Ohio statutes is included, along with hearings and state level appeals procedures. (DSPS)

A HANDBOOK FOR PARENTS AND GUARDIANS OF HANDICAPPED CHILDREN IN THE DISTRICT OF COLUMBIA. Washington, DC: Office for Special Education.

This 33-page handbook contains four pages which deal with due process protections for handicapped children in the District of Columbia. The handbook identifies and defines the handicapped, and lists local special edication programs and resources. Rights and procedural safeguards afforded to parents are outlined in a simple format. Seven sample forms used in identification, placement, changes in placement, parental consent, and request for hearings are also included. (DSPS)

A HANDBOOK FOR PARENTS: PROGRAMS AND SERVICES FOR HANDICAPPED CHILDREN. MICHIGAN: Van Buren Intermediate School District.

Three pages of this 29-page handbook deal with dispute settlement. The handbook discusses Michigan's Mandatory Special Education Law and its implementation, planning/placement/evaluation procedures, the Parent Advisory Committee, the Educational and Placement Committee, and other available services. Information specific to dispute settlement includes parents' rights to a hearing in the event of disagreement, informal settlement procedures, sources of information prior to a hearing, and facts about the hearing. Three resources lists (organizations, agencies, and district members of the Parent Advisory Committee) are included. (DSPS)

A MODEL FOR SPECIAL EDUCATION DUE PROCESS HEARING. Michigan: Michigan Department of Education, 1977.

This 47-page booklet presents information for parents, hearing officers and educators on the hearing process and other dispute settlement issues. Topics include purpose of a hearing, legal basis for a hearing, the issues of notification and parents' rights. The roles and responsibilities of parents, educators, and hearing officers are discussed for each phase of the hearing process. A checklist groups items of concern for school personnel, parents and hearing officers. A separate section suggests procedures for avoiding disputes and/or an impasse between schools and parents. The script for a due process filmstrip is included on the last 12 pages. (DSPS)

A PARENT'S GUIDE TO DUE PROCESS. Iowa: Iowa Association for Retarded Citizens.

This four-page mimeograph provides general answers to seven basic questions regarding due process procedural safeguards and dispute settlement. Highlighted are possible parent concerns regarding protections and guarantees in Iowa, notification and consent and placement changes. Twelve specific rights and procedures are listed in response to these questions: How to request a hearing; What happens before a hearing; and What happens during an appeals hearing. (DSPS)

A PARENT'S GUIDE TO ENSURING THE EDUCATIONAL RIGHTS OF CHILDREN. Indiana: National Center for Law and the Handicapped, Inc.

This is a 19-page pamphlet for parents of which approximately five pages deal with dispute settlement issues. Specific to dispute settlement are procedures for requesting a due process hearing; parents' rights at the hearing (including the right to representation, examination of evidence and questioning of witness); the use of an impartial hearing officer; hearing timeliness and the right to appeal Legal and other resources for parents are listed. (DSPS)

A PARENT'S GUIDE TO "THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT" (Public Law 94-142). Pennsylvania: Allegheny Intermediate Unit, 1978.

Six pages of this 10-page booklet dispute settlement issues relating to the right to free and appropriate education; referral, evaluation and placement procedures; the individual educational program; and rights to hearing and appeal when there is a disagreement with a decision. Also discussed are informal communications and optional settlement procedures; parents' rights to view records, request for an independent evaluation and request for a hearing; and procedures involved in the actual hearing and appeals process. (DSPS)

A PARENT'S GUIDE TO SPECIAL EDUCATION TO OPEN DOORS. Iowa: Developmental Disabilities Program, Office for Planning and Programming, 1980.

Intended for parents of handicapped children, the booklet provides information on the basic rights the child is entitled to, how the special education system works in Iowa, how the parent can become involved in education, and how to assure that the child's rights are protected. Chapter 1 addresses the right to an education with sections on what the Constitution and courts say, Iowa law, and federal law. Chapter 2 contains definitions of special education and various disabling conditions. A third chapter describes the Iowa school system in terms of the local school district. Area Education Agencies, State Hospitals-Schools, and the State Department of Public Instruction. Also considered in this chapter are the provisions of special education, including the types of instructional programs, areas of instruction, and the types of support services available. Chapter 4 focuses on the individual education program, while a final chapter outlines steps a parent should take when a problem arises regarding the child's education. Appended are lists of Area Education Agency Districts, Area Education Agency Special Education Directors, organizations for parents of handicapped children, and Iowa Developmental Disabilities Agencies. (ERIC)

A PERSONAL DIRECTORY ON EDUCATION RIGHTS. Wyoming Association for Retarded Citizens.

This seven page brochure highlights various elements of P.L. 94-142 and Wyoming State Board of Regulations specific to the identification, evaluation and placement of handicapped students. The following topics are presented: basic rights, individual educational program content, due process procedures, independent evaluation, resources and agency contacts. A checklist for parents is included. (DSPS)

"A Staff Responsibility: Advocacy Training for Parents of Handicapped Children". YOUNG CHILD, January 1982, pp. 41-46.

Recent legislation concerning programs for handicapped children have given parents the right to participate in the development of their child's educational program plan, to involve themselves in the identification of their child's problem areas, and to participate in the development of plans for services provided to their handicapped children. The parents receive the information and training needed to develop advocacy skills from programs developed by various Arc Groups. The most important one is the family intervention project which provides service to both low income parents and their children from the Atlanta area. The program in order to achieve its objectives passes through various stages which include the initial interview of the family by the case manager, the staffing, the medical visits and the fading assistance. The goal is for the family to eventually take full responsibility for the advocacy function.

A STEP-BY-STEP GUIDE FOR PARENTS OF HANDICAPPED CHILDREN AND DUE PROCESS PROCEDURES. Ohio: Coalition for Handicapped Children and the Special Education Regional Resource Center.

This 15-page booklet, of which three pages deal with dispute settlement, focuses on normal procedures by which children are placed in appropriate special education programs and on due process procedures which protect children's rights in that placement process. Various issues relating to settling disputes are noted. The necessity of exhausting informal procedures prior to requesting a formal hearing is discussed. Hearing rights are identified. Included are references materials, resource lists, and a flow chart which traces the special education process through dispute settlement. (DSPS)

A TEACHER'S REFERENCE GUIDE TO PL 94-142. (Info. pac.) No. 11. Washington D.C.: National Education Association, Division of Instruction and Professional Development, 1978.

Major provisions of public law 94-142, The Education for all Handicapped Children Act, are cited and discussed in this guide for teacher association leaders and staff. The role of local and state educational agencies in providing a free, appropriate, public education for handicapped students and methods for involving teachers, their associations, and parents in this effort are investigated. Relevant passages from section 504 of the Rehabilitation Act of 1973 (A Civil Rights Law addressing, among others, the topic of education) and of PL 94-142, as well as supporting regulations for each of the acts, are highlighted. The document is divided into four sections devoted to: (1) general provisions of PL 94-142 and section 504; (2) providing a free, appropriate, public education for handicapped children preplacement evaluation, evaluation timeliness, individualized education programs (IEPS), placement in least restrictive environments, teacher appeals of placement, physical education for the handicapped, learning materials, school district liability for educational services; (3) special teacher concerns class size, personnel, compliance procedures, student attitudes, elimination of physical barriers, coordination of regular and special education programs, in-service education, teacher association involvement; (4) rights of parents of handicapped children - parent participation in the IEP, independent evaluation, parental consent and notification, confidentiality of information, and procedural due process rights of parents. (ERIC)

Abeson, A. "The Logic and The Law for Parent Participation in the Education of Handicapped Students." JOURNAL OF CAREER EDUCATION, Vol. 5, No. 1, September 1978, pp. 35-43.

The article explains the required participation of parents in the education of their handicapped children specified in Public Law 94-142, the reasons for parental involvement, and the need to inform school personnel as well as parents as to their rights and responsibilities under the law. (ERIC)

Ackerman, P.; and Kappelman, M. "Between Parent and School". New York: The Dial Press/James Wade, 1977.

This 296-page book covers a range of topics which affect the role of parents in providing for their children's education. It explains the interrelationship of parents, teachers, and administrators. It describes, in six pages, the rights of special children to education and defines due process procedures. Fair hearing rights are noted, including access to records, independent evaluation, representation by counsel. Resource lists of parent organizations are included. (DSPS)

ADMINISTRATIVE PROCEDURES TO INSURE PARENT/STUDENT RIGHTS IN REGARD TO SPECIAL EDUCATION SERVICES. Washington: Educational Service District, No. 123.

This handout includes one page of information relevant to parents' rights to hearings and appeals. Other information pertains to records, the procedure for appointment of a surrogate parent and copies of various forms. These include request for hearing by parent or adult student, request for a hearing by a school district, request for an independent educational assessment at public expense, hearing notice and appeal to the superintendent of public instruction. (DSPS)

Alonso, Lou and others. MAINSTREAMING PRESCHOOLERS: CHILDREN WITH VISUAL HANDICAPS. A GUIDE FOR TEACHERS, PARENTS AND OTHERS WHO WORK WITH VISUALLY HANDICAPPED PRESCHOOLERS. Washington D.C.: Administration for Children, Youth, and Families (DHEW), 1978.

SEE Early Childhood.

ARE YOU A PARENT? A LOOK AT YOUR RIGHTS. California: Sacramento City Unified School, 1978.

This four-page handout provides parents with information regarding their role in the dispute settlement process. It states their legal rights in the hearing and identifies the obligations of the school district to inform them of legal, educational, and advisory services available in the community. (DSPS)

Bateman, Barbara. SO YOUR GOING TO A HEARING: PREPARING FOR A PUBLIC LAW 94-142 DUE PROCESS HEARING. Illinois: Research Press, 1980.

The booklet is intended for parents or lay advocates involved in a due process hearing over special education issues as specified in P.L. 94-142, the Education for All Handicapped Children Act. Sections are arranged chronologically (sample subtopics in parentheses): before the hearing (the desired ruling, witnesses, exhibits); the prehearing conference; the hearing (sequence of events, objections to testimony and evidence, witnesses, final logistics); and after the hearing (possible appeal). Among nine substantive issues addressed in a separate section for program appropriateness, related services, private tutoring, evaluation, back tuition, suspension and expulsion of handicapped children, and eligibility as a learning disabled student. The booklet concludes with a checklist to guide in organizing needed information for the hearing. (ERIC)

Beal, E. "Know and Protect Your Child's Rights: A Parents' Guide". AMICUS, April 1977, pp. 30-38.

This seven-page article is about what parents' expectations should be in educating handicapped children. It outlines parents' rights in the process and includes a one-page discussion of the impartial hearing. (DSPS)

Becker, Marjory; and others. A HANDBOOK FOR PARENTS OF HANDICAPPED CHILDREN. Nevada: Department of Education, 1980.

Intended for parents of handicapped children in Nevada, the handbook discusses basic education rights under state and federal law. Sections delineated problem solving steps for parents to take when their children either need special education services and are not receiving them or who are in unsatisfactory special education placements. Considered are the following topics: Notice and Consent, Identification, Evaluation and Re-evaluation, Individualized Education Programs, Least Restrictive Environment, Educational Records, Impartial Due Process Hearings, and Additional Rights and Concerns. A final section lists eight tips, including the importance of keeping good records. Names and addresses of contact persons in 17 Nevada countries are supplied. (ERIC)

Biklen, D. LET OUR CHILDREN GO: AN ORGANIZING MANUAL FOR ADVOCATES AND PARENTS. New York: Human Policy Press, 1974.

This 144-page manual contains six pages related to dispute settlement. Its focus is on organizing parents and advocates to ensure that the rights of their handicapped children are obtained. Methods of organization and types of action to be taken are specified. Information is presented on informal regulations, legal resources, due process procedures (including how and when to arrange for a hearing and who may be involved), and financial considerations which may lead to dispute. A nine-page resource list includes books, articles and films on organizing, legal rights and advocacy. (DSPS)

Bloom, Mark and Garfunkel, Frank. "Least Restrictive Environments and Parent-Child Rights, A Parodox". URBAN EDUCATION, Vol. 17, No. 4; 1981, pp. 379-401.

This article defines Public Law 94-142 as having a purpose of giving parents a weapon to make public schools service their handicapped children to avoid residential programs and private schools. However, the authors observe a situation where most of the people who use the processes provided by the law are middle and upper class families interested in entering their child in costly private schools. A two part procedure should be implemented to avoid emphasis on private school placements and increase public school placements. Parents of low income and severely handicapped children begin to take more advantage of these procedures.

Budoff, Milton. "Engendering Change in Special Education Practices." HARVARD EDUCATIONAL REVIEW, Vol. 45, No. 4, November 1975, pp. 507-526.

Chapter 766, A Massachusetts Law providing for the special educational needs of handicapped children, is discussed in terms of the events leading to its passage, the provisions of the law, implications of the law, and persisting problems. The equal rights movement for handicapped children is traced beginning in Boston with the struggle for equality by low income, minority group individuals during the 1960's and ending with the establishment of the coalition for special education in 1971. The scope of the law is noted to include Mainstreaming, Delabeling, Broadened Eligibility, Parental Involvement, and Assignment of Legal Responsibility for Children with special needs to the local school districts. Problems occuring during the transition period of enforcing the law are examined, such as the transfer of responsibility for the state's school-aged institutional residents from the department of Mental Health to the Division of Special Education. Many of the principles that chapter 766 mandates (including individualized and appropriate education for each child) are seen to apply to the education of all children. (ERIC)

Budoff, Milton and Orenstein, Alan. "Special Education Appeals Hearings: Are They Fair and Are They Helping." EXCEPTIONAL EDUCATION QUARTERLY, Vol. 2, No. 2, August 1981, pp. 37-48.

The article reviews the features of the appeals process, particularly in relation to a 3 year study of the Massachusetts Special Education Appeals System. Sections cover the following topics: Costs of a Hearing, Intimidation Felt By Parents At An Individualized Education Program Hearing, Parents' Need for Support, The Differing Issues Disputed by Upper and Lower Class Parents, Results of a Hearing, School-Parent Communication, Significance of the Child's Progress, Role of Appeals and the Judicial Review, Ensurance of Equity Through Experienced Counsel and Independent Evaluation, and The Need For Alternative Dispute Resolution Procedures. (ERIC)

CLASSROOM PROGRAMMING: WHAT SHOULD BE TAUGHT? Texas: National Association for Retarded Citizens, 1977.

Four pages of this 52-page monograph relate specifically to dispute settlement. Two case studies of due process conflicts are discussed. Targeted at parents in an easy-to-read format, sections focus on rights before, during and after hearings with checklists of due process considerations and federal safeguards. Other general information on educational programming, teaching methods, residential institutions and evaluation procedures is presented. Supplements include a bibliography, resource lists, checklists on due process, and appendices on standardized testing. (DSPS)

COMMON SENSE FROM CLOSER LOOK. Washington D.C.: Parents Campaign for Handicapped Children and Youth, 1978.

This 11-page newsletter examines problems faced by parents in their effort to obtain appropriate special education services, issues covered include identification, evaluation, placement, special services, and independent evaluation. A two-page list of steps to take when conflicts arise between parents and school systems is presented. These steps include informal communications and their documentation, complaint procedures, parents' rights under P.L. 94-142, contacting advocacy groups, and hearings requests. A question/answer guide focused on physical education and programmatic accessbility is included. (DSPS)

Curren, N. PARENTS GENERAL RIGHTS AND RESPONSIBILITIES UNDER CHAPTER 766. Boston: Federation For Children With Special Needs, 1976.

This three-page handout for parents includes two pages specific to dispute settlement. The general rights of parents whose children have special needs are described, including core evaluation, conferences, and transportation, free education, and access to school test results. Also included are parents' rights to change school records, and a brief timetable of appeals for parents who reject an educational plan. (DSPS)

Davis, Chuck. "IEP's Provide Opportunities." JOUNRAL OF EDUCATIONAL COMMUNICATION, Vol. 3, No. 4, 1977, pp. 19-29.

The author in this article sees the IEP as an important educational device in communicating with parents. Davis stresses that the IEP should be written in a personal manner that parents and students can understand. He feels that the communication and feedback involved here will help parents become more involved in supporting the rules and parents can be communicated with directly.

Davidson, Cleo. "Parents' and Teachers' Responses to Mainstreaming." EDUCATION UNLIMITED, Vol. 2, No. 2, March 1980, pp. 33-35.

Indepth interviews were conducted with five parents whose children were mainstreamed and five teachers who regularly accept special children into their regular classes. Among findings were that few parents wanted their children mainstreamed all or part of the day, parents wanted a close watch kept on their children while they are mainstreamed, and most teachers wanted no more than two special education students at one time. Two topics on which both parents and teachers agree were that social and academic adjustment of the special child are equally important and that necessary support services must be available before mainstreaming can be attempted. (ERIC)

DeBor, G.P. GOOD NEWS. Pennsylvania: Allegheny Intermediate.

One page of this four-page brochure discusses the implementation of P.L. 94-142, parental involvement in a child's education, the individual educational program, and procedures and safeguards involved in dispute settlement. Parents' rights, including access to records, re-evaluation, request for an impartial hearing and higher appeals, are described in one paragraph. (DSPS)

Del Tufo, A. "Let's All Get Our Act Together - Developing The IEP." NJEA REVIEW, Vol. 52, No. 9, May 1979, pp. 11.

In describing the process for developing individual education plans (IEPS) for handicapped children, the author focuses on the need for teamwork and effective communication between child study team members, teachers, and parents. (ERIC)

Despins, J.H. THE IEP: WE CAN DO IT. Wisconsin: Pair O'Graphics.

Three pages of this 20-page book deal with dispute settlement as it relates to the individual educational program conference. The book defines the IEP and discusses its objectives, evaluation, implementation and revision. The right to appeal the IEP is discussed. A sample copy of an IEP is included. (TPTT)

Dinsmore, J. and Yohalem, D. 94-142 AND 504: NUMBERS THAT ADD UP TO EDUCATIONAL RIGHTS FOR HANDICAPPED CHILDREN. A GUIDE FOR PARENTS AND ADVOCATES. Washington D.C.: Children's Defense Fund of the Washington Research Project, Inc., 1978.

This 47-page pamphlet focuses on how P.L. 94-142 should be implemented at the school district level. It discusses the responsibilities of the school district in providing appropriate services to handicapped students. Selection of appropriate dispute settlement mechanisms is reviewed in eight pages. A detailed chart of evaluation, placement, and due process under P.L. 94-142 and Section 504 is provided. Additional listings include state and local advocacy groups, national organizations for the handicapped, state special educational departments, citations to federal statutes and regulations, and publications. (DSPS)

Doris, J. and Sarason, S. "The Education for All Handicapped Children Act (Public Law 94-142): What Does It Say." THE EXCEPTIONAL PARENT, Vol. 7, 1977, pp. 6-8.

This three-page article deals totally with dispute settlement. Due process safeguards are noted. Parents' rights at an impartial hearing are noted. A list of resources for parents is included. (DSPS)

DUE PROCESS AND THE EXCEPTIONAL CHILD. A GUIDE FOR PARENTS. Pennsylvania: Educational Law Center, Inc., 1976.

Designed for parents and guardians of exceptional children, the booklet presents information on due process procedures in evaluation, classification, and placement decisions. Three sections deal with the parent conference (what it is, how to initiate a request, and parent rights), and three sections deal with the hearing (what it is, how to initiate a request, and parental rights). Included in four appendixes is an overview of right to education litigation in Pennsylvania. (ERIC)

DUE PROCESS FOR SPECIAL EDUCATION STUDENTS. Washington: Department of Educational Support Services and Programs.

This four-page handout outlines the due process procedures to which special education eligible children, their parents and/or guardians are entitled in dispute settlements. Initiations of due process, types of disagreement which qualify for settlement by due process, procedures for settlement by mediation, and formal notification of a hearing, if one is requested, are discussed. Mention is made of status quo provisions, appointment of surrogate parents and further appeals. (DSPS)

DUE PROCESS IN SPECIAL EDUCATION: GUIDELINES FOR PARENTS AND SCHOOL ADMINISTRATORS. Oklahoma: State Department of Education, 1978.

This is a 22-page booklet, nearly all of which relates to dispute settlement. Guidelines established to protect constitutional rights involved in the educational placement of handicapped children in Oklahoma are presented. Specific topics which are detailed include notice requirements, initiating a request for a due process hearing, rights and responsibilities of the parties involved in the dispute, and the hearing officer's authority and responsibilities. Suggested guidelines for procedural problems and potential evidential problems at the hearings are presented. The list of qualified Oklahoma hearing officers is also included. (DSPS)

East, Linda. "A Mainstreaming Success Story." TODAY'S EDUCATION, Vol. 65, No. 4, 1971.

The major point of this article is the effect normal first graders had on exceptional child in a mainstreamed situation. A child who had many developmental difficulties learned quickly from his peers. The teacher who wrote the article thanks many specialists and the child's mother for helping her, but mainly commended the other children for helping Bill learn, an aspect of mainstreaming.

Edgar, Eugene and Davidson, Cleo. "Parent Perceptions of Mainstreaming." EDUCATION UNLIMITED, Vol. 1, No. 4, October 1979, pp. 32-33.

Questionnaires were sent to 52 parents of handicapped children to determine their attitudes toward mainstreaming. Parents were generally unclear about the meaning of mainstreaming. They expressed general satisfaction with having their children mainstreamed and believed the most important factor in "Success" was positive acceptance of their children by the regular classroom teacher and the peer group of non-handicapped children. (ERIC)

EDUCATIONAL PLANNING FOR HANDICAPPED STUDENTS PROCEDURES MANUAL. Minnesota: Department of Special Education, 1977.

Three-pages of this 58-page procedures manual discuss conciliation procedures. The manual provides 10 pages of forms, a glossary and a resource directory. The use of the planning conference in conciliation is advocated. (DSPS)

EDUCATIONAL RIGHTS OF YOUR HANDICAPPED CHILD. Texas: Austin Division of Special Education, Texas Education Agency.

Written for parents of handicapped children, the booklet discusses parental rights, privileges, and responsibilities in seven areas: notice, comprehensive individual assessment, individual educational plan, educational placement, educational records, consent, and hearings and appeals. A brief glossary of terms is included, and a diagram illustrates the child centered educational process from referral through review of the individual education plan. (ERIC)

Fanning, Peter. "The New Relationship Between Parents and Schools." FOCUS ON EXCEPTIONAL CHILDREN, Vol. 9, No. 5, October 1977, pp. 1-9.

Discussed is the importance of the role of parents in the education of their handicapped children, with emphasis on the relationships between parents and school officials working to insure the best interests of exceptional children. Brief sections explain new opportunities and rights of exceptional children and their parents, covering such topics as Legislation, Parental Information Rights, Parental consent (including their role on the "Decision-making Team"), Individualized Education Programs, and Accessibility of School Records. (ERIC)

FOR PARENTS ONLY ... PRACTICAL ADVICE TO PARENTS ON SPECIAL EDUCATION, Washington D.C.: Bureau of Education for the Handicapped, 1979.

Written for parents of handicapped children, the booklet provides information about special education and offers practical suggestions about working with school personnel to cooperatively plan for the child's education. Topics covered include content, development and process of an individualized education program (IEP) (including suggested activities before, during, and after the IEP meeting); recourses if problems arise; and resources for parents of handicapped children. (ERIC)

Freeman, Robert, and Gauron, Susan J. "Promises to Keep." EDUCATIONAL HORIZON, Vol. 59, No. 3, 1978, pp. 107-112.

This article is a critical view of Public Law 94-142 and an appraisal of how well the laws philosophical intentions are being upheld. The ideas of least restrictive environment and Individualized programs are distorted in their present day to day applications. As far as parents are concerned, the authors feel that there is still some passive acceptance occuring with parents. The article sees the presence of parent weariness where they see their input as unwanted by professionals. Therefore, they attend meetings and sign forms without really taking part in program development. The authors see this as a weak point in the law that could be improved upon.

Froehlinger, U. (Ed.) TODAY'S HEARING IMPAIRED CHILD: INTO THE MAINSTREAM OF EDUCATION: A PRACTICAL GUIDE FOR TEACHERS, PARENTS AND ADMINISTRATORS. Washington D.C.: Alexander Graham Bell Association for the Deaf, 1981.

SEE Hearing Impaired.

Goldstein, Sue and others. "An Observational Analysis of the IEP Conference." EXCEPTIONAL CHILDREN, Vol. 46, No. 4, January 1980, pp. 278-286.

Through naturalistic observation procedures, the study examined the dynamics of individualized education program (IEP) conferences involving parents of handicapped elementary grade students. Participants present, the nature and frequency of topics discussed, and the length of conferences were considered. A follow-up questionnaire was administered to all conference participants to measure satisfaction. Results indicated that the IEP conferences studied generally involved the resource teacher, who was found to be the most dominant speaker, reviewing an already developed IEP with the parents, who were the primary recipients of the comments made at the conference. Implications point to the need to train parents in procedures and responsibilities associated with the IEP process and to train professionals to involve parents as active decision makers in defining an appropriate education for their child. (ERIC)

Hannah, Elaine P., and Ronald M. Parker. "Mainstreaming vs. the Special Setting." ACADEMIC THERAPY, Vol. 4, No. 3, 1980, pp. 271-278.

The factors that must be considered to provide successful mainstreaming are discussed in this article. The authors believe that there are many variables working in the decision to mainstream a child. One of these factors is the parent's ability to structure the home environment, modify behavior and tutor the child. The parent cannot immediately react negatively when the child exhibits a typical behavior in school but not at home. The one on one situation at home is less challenging to the child. The child should be subject to repetition in self help skills at home but should not be allowed to fall into mastered routines. The need for help in school work can cause strain on family relationships. A final role of the parents in mainstreaming is to help develop techniques for demanding conformity and socially acceptable behavior at home and school. The parent can apply behavior modification in the home with help from the teacher if the parent is strong psychologically and has the time to devote to the program.

Head, Richard. PARENTS' GUIDE TO THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT, PUBLIC LAW 94-142. Missouri: United Cerebral Palsy Association of Greater Kansas City, 1978.

This handout consists of 18 pages, seven of which pertain to the dispute settlement process. The remainder of the document discusses evaluation, testing, the individual educational program, and placement. The guide provides information for parents on their rights and responsibilities under P.L. 94-142. Topics include consent, prior notice, due process protection at the impartial hearing, and appeals procedures at the state board level. A summary and a glossary of educational testing terms are also provided. (DSPS)

Heath, N. SPECIAL RIGHTS FOR SPECIAL CHILDREN: A MANUAL FOR PARENTS OF HANDICAPPED CHILDREN IN NEW JERSEY. New Jersey Education Law Center, 1979.

Intended for parents of handicapped children, the booklet discusses parental rights in New Jersey regarding their child's education. Covered are the following topic areas (sample subtopics in parentheses); legal provisions (free appropriate public education, evaluation, classification, individualized education programs, placement); right to be informed (notice, laws and regulations, records); disagreement with the school district (review, hearing, appeals); and special situations (children under age 5 or over 20, children with mild speech problems or with temporary illness or injury, eligibility for day training, children placed by parents in private schools, discipline of handicapped students, and children whose parents cannot be located). Among appended information are definitions of handicapping conditions and addresses of organizations concerned with the handicapped. (ERIC)

Holland, Richard P. "An Analysis of the Decision Making Process in Special Education." EXCEPTIONAL CHILDREN, Vol. 46, No. 7, 1980, pp. 551-553.

The article confronts the forces that affect diagnosis and placement of the special child. Parent pressure can influence the decision making process as does the previous experience of the parents. Their attitudes and feelings will affect communication and consequently influence placement procedures.

HOW TO LOOK AT YOUR STATE'S PLANS FOR EDUCATING HANDICAPPED CHILDREN. Washington D.C.: Washington Research Project, 1975.

Provided for parents are descriptions of the Education of the Handicapped Act, Part B, state and local responsibilities under the law, and how parents can get involved in protecting the rights of their children under the law. Discussed are requirements under the 1975 and 1976 state plan amendments in areas such as providing all handicapped children with full educational opportunities, due process, and identification and evaluation. Suggestions for parents include asking to see copies of their state plan and helping other parents learn about their children's rights. (ERIC)

Hull, K.F. and Reddy, L.B. IS YOUR CHILD HANDICAPPED? PARENT-TO-PARENT ADVICE ON WHAT TO DO. Maryland: Office of the Associate Superintendent for Continuum Education, 1978.

This 43-page manual devotes six pages to dispute settlement issues. Its primary focus is the provision of special education services to handicapped students in Montgomery County, Maryland and the role that parents play in the process of providing these services. Informal means of resolving disputes are discussed and information is provided on when and how to obtain a hearing. The rights of parents vis-a-vis the hearing are listed. Included is a chart of people who may be able to help parents resolve issues. (DSPS)

Kidd, J. "Parents and Public Law 94-142" VOLTA REVIEW, Vol. 9, No. 5, September 1977, pp. 275-280.

This six-page article presents a general overview of P.L. 94-142 with specific reference to state and local roles in matters of funding, compliance and services. A brief, one-page discussion of due process procedures outlines parents' rights regarding notification, evaluation, placement and hearings. (DSPS)

Kieran, S. MAINSTREAMING PRESCHOOLERS. CHILDREN WITH ORTHOPEDICALLY HANDICAP. A GUIDE FOR TEACHERS, PARENTS, AND OTHERS WHO WORK WITH ORTHOPEDICALLY HANDICAPPED PRESCHOOLERS. Washington D.C.: Administration for Children, Youth, and Families (DHEW), 1978.

SEE Physically Impaired.

Laporta, R. and others. MAINSTREAMING PRESCHOOLERS. CHILDREN WITH HEARING IMPAIRMENTS. A GUIDE FOR TEACHERS, PARENTS, AND OTHERS WHO WORK WITH HEARING IMPAIRED PRESCHOOLERS. Washington D.C.: Administration for Children, Youth and Families (DHEW), 1978.

SEE Hearing Impaired.

Lee, M. and Henderson, R. PARENTING IN SPECIAL EDUCATION. Illinois: Alliance for Exceptional Children and Adults, 1979.

This six-page brochure addresses various education issues outlined in P.L. 94-142. One page is devoted to an overview of dispute settlement topics and refers to additional information available from the Illinois Office of Education. (DSPS)

LEGAL RIGHTS: A HANDBOOK FOR PARENTS. Maryland: Office of Special Education, 1978.

Intended for parents of handicapped children, the handbook summarizes information regarding legal rights in the following areas: procedural safeguards (records, program planning, assessments), hearings, resource information, due process rights, local education agency resources, membership in the Maryland State Board of Education, state advisory committees, Maryland information and referral services, direction centers, organizations, and parental involvement in placement procedures. A brief review of pertinent federal legislation is included. Timeline charts regarding the IEP (individualized education program) process and hearing process are provided. The handbook concludes with a glossary of 28 terms, such as FERPA (Family Education Rights and Privacy Act) and state hearing review board. (ERIC)

Lusthaus, Charles; Lusthaus, E. and Gibbs, Howard. "Parent's Role in Decision Process." EXCEPTIONAL CHILDREN, Vol. 94, No. 3, November 1981, pp. 256-257.

Despite the fact the recent legislation has provided parents of children with special needs the right of being involved in planning for their children's education, they are not expected by professionals to participate actively in making decisions about their child's program. The author of this article attempted through a survey to explore the roles of the parent's play now and the roles they would like to play in the decisional process. The results indicated that, for both present and desired involvement the role remains on giving and receiving information. The role of no involvement or having control over decisions came second third, respectively, only in a few issues did parents say they wanted to have control over decisions.

Lusthaus, Charles and Lusthaus, Evelyn. "When is a Child Ready for Mainstreaming." EXCEPTIONAL PARENT, Vol. 9, No. 5, 1978.

This article approaches the problem of deciding when a child will be mainstreamed. The authors provide advice to parents as to how to prepare themselves for an Individualized Education Plan conference. There is a checklist with guidelines for information the parents should seek at the meeting. The point that the article emphasizes is that the parents should ask how the educational system will provide for their child and not how the child can meet the standards of mainstream. Parents are prompted to have their children accepted as they are and not forced to fit into a mold.

Lynch, E.W. and others. MAINSTREAMING PRESCHOOLERS: CHILDREN WITH MENTAL RETARDATION. A GUIDE FOR TEACHERS, PARENTS, AND OTHERS WHO WORK WITH MENTALLY RETARDED PRESCHOOLERS. Washington D.C.: Administration for Children, Youth, and Families. (DHEW), 1978.

SEE Mentally Retarded.

McAfee, J.K. and Vergason, G. "Parent Involvement in the Process of Special Education: Establishing the New Partnership." FOCUS ON EXCEPTIONAL CHILDREN, Vol. 11, No. 2, April 1979, pp. 1-4.

The article focuses on the role of parents in the education of their exceptional children. The impact of Public Law 94-142 (Education for All Handicapped Children Act) is explored and the deficiencies and problems of current parent involvement programs are discussed. A model for improved educational effectiveness is presented which views the individualized educational plan as a contractual agreement written jointly by parents and teachers. Implementation techniques such as reality therapy training, are explored. (ERIC)

McGee, D.I. "IEP's for Hearing-Impaired Children: Information for Parents and Teachers." VOLTA REVIEW, Vol. 81, No. 4, May 1979, pp. 199-210.

SEE Hearing Impaired.

McIntosh, Dean. "Mainstreaming: Too Often a Myth Too Rarely A Reality." ACADEMIC THERAPY, Vol. 15, No. 1, 1979, pp. 53-59.

McIntosh believes that the mainstreaming procedure will fail if not altered in some say. He calls for cooperation from all people involved in constructing an in-depth plan for teacher understanding and control of the mainstreaming system. Teachers must understand the skills they need to teach special children and have the opportunity to acquire these skills before interacting with the child. This issue brings on the need for communication with parents of all children to inform them of the changes in the schools so peer acceptance and understanding for the handicapped can be developed.

Moore, J. and Mason, D. INFORMATION PACKET ON SURROGATE PARENTS. Washington D.C.: Bureau of Education for the Handicapped, 1978.

This 46-page handbook contains 35 pages relevant to due process and dispute settlement issues. Recruitment, selection, duties, training, and liabilities of surrogate parents are described. Rights during the dispute settlement process are discussed, and suggested guidelines for training or appointing parent surrogates are provided. Other material included are a bibliography, copies of final rules and regulations, and a list of information resources. (DSPS)

Mopsik, S.I. (Ed) AN EDUCATION HANDBOOK FOR PARENTS OF HANDICAPPED CHILDREN. Massachusetts: Abt Books, 1980.

Intended for parents of handicapped students, the book presents answers to commonly asked questions regarding their children's education. Chapter 1 addresses the resources available for parents from initial diagnosis through schooling, social and recreational activities, higher education, and employment. Financial resources are also noted. Chapter 2 reviews implications of legislation and litigation for handicapped students. Suggestions for working cooperatively with school systems are made in Chapter 3; while the evaluation process is explored in the fourth chapter. The parent's role in the individualized educational program (IEP) is focused on, and the IEP process is explained. Factors to be considered before parents give informed consent to placement decisions are explored in Chapter 6. Reviewed in three separate chapters are instructional and related services, formal and informal review processes, and settling disputes with the school system. The final chapter highlights ways in which parents can help change the system (ERIC)

Moriarty, M.U. A GUIDE TO SPECIAL EDUCATION SERVICES FOR CHILDREN AND YOUTH. Boston: Massachusetts Child Search, 1978.

This 18-page booklet, which describes screening, referral and evaluation of exceptional children, contains five pages on dispute settlement. An outline is presented of the stages in the appeal process, from the informal pre-hearing conference through the formal hearing and subsequent appeals pending the decision. The booklet includes a listing of Massachusetts regional offices and member organizations of the Federation for Children with Special Needs. (DSPS)

Moriarty, Michael. SURROGATE PARENT PROJECT. Boston: Federation for Children with Special Needs.

This seven page brochure in English and Spanish focuses on the definition, qualifications, appointment, duties, and responsibilities of the surrogate parent in Massachusetts. Three pages specific to dispute settlement provide a brief listing of rights of surrogate parents. A list of the Regional Offices of the Division of Special Education in Massachusetts is included. (DSPS)

Mowder, Barbara and others. "Parents' View of the Individual Educational Programs of their Children." READING IMPROVEMENT, Vol. 17. No. 4, 1980, pp. 295-299.

This is a study of parental reactions and attitudes toward parent participation in developing Individualized Educational Programs and the usefulness of IEP's. The methods of applying questionnaires and the content of results are presented to show which attitudes develop out of these questionnaires. The results show that the parents felt only somewhat involved but that there is a great parent interest in becoming involved. In gauging IEP's as evaluation tools, parents replied that they only gained somewhat of an understanding of their child's needs from the evaluations. Parents felt positive over school personnel providing the services dictated in the IEP's. The study suggests that further research is needed to discern if parents in general feel the same positive emotions in the IEP process.

Orlansky, Michael D. ENCOURAGING SUCCESSFUL MAINSTREAMING OF THE VISUALLY IMPAIRED CHILD, New York: Maris Source Book, April 1981.

SEE Visually Impaired.

Owen, Louise. "The Placement and Preparation of the Handicapped Child in the Regular Classroom." KAPPA DELTA PI RECORD, Vol. 15, No. 2, 1978, pp. 58-59.

This article approaches the many alterations that must be made when a child is placed in the least restrictive environment. Class size, physical layout of the building, peer reactions, and professional communication are addressed. The parents are told that they must understand the feelings of the educators and that educators should understand parental guilt, fear, or frustration. The parents need to gain a broad perspective about their child's situation.

PARENT HANDBOOK. Pennsylvania: Montgomery County Intermediate Unit 23, 1975.

This booklet is for the parents of exceptional children. It explains the process by which an exceptional child is evaluated, identified and assigned to a program and placement. It also offers general guidelines for parent participation with local school districts and other educational agencies in planning the exceptional child's educational program. These guidelines specifically apply to the parents and children in the Montgomery County, Pennsylvania School System and give information regarding Montgomery County Community Agencies and Resources and Pennsylvania State Law. However, this booklet can also be used by parents whose children are served by other school systems since it includes information on Individualized Education Programs (IEP's) and on terminology related to Public Law 94-142. This booklet can also serve as a model for other school districts in their efforts to inform parents on the educational programming of their children. (ERIC)

"Parents and Public Law 94-142." NEW SOUNDS, Vol. 2, No. 5, June 1977, pp. 1-7.

SEE Hearing Impaired.

Park, A.L. and Rousseau, Marilyn. THE PUBLIC LAW SUPPORTING MAINSTREAMING: A GUIDE FOR TEACHERS AND PARENTS. Texas: Learning Concepts, 1977.

This 92-page manual is the first in a series of six books designed to acquaint teachers, parents and school administrators with P.L. 94-142 as it relates to mainstreaming. This three-chapter manual covers definitions of the law, assessment of handicapped children, and services to the handicapped in a large print and cartoon format. Specific to dispute settlement, Chapter 2 identifies specific procedural safeguards and parents' rights during classification, evaluation, placement and due process hearings. (DSPS)

Pasanella, A and Volkmor, C. TO PARENTS OF CHILDREN WITH SPECIAL NEEDS: A MANUAL ON PARENT INVOLVEMENT IN EDUCATIONAL PROGRAMMING. California: Regional Resource Center, 1977.

Twelve pages of this 100-page manual for parents focus on due process and dispute settlement. This manual outlines the California Master Plan for Special Education and identifies the state, county and local level functions. Parents' rights and responsibilities in hearing and appeals procedures are detailed. Charts of program options, a glossary of terms and checklists are included. Resources for advocates are listed in the Appendix. A professional supplement to this manual is available with suggestions for how to use it including a list of resources for school administrators. A Spanish version is also available. (DSPS)

Pattison, B. STATE OF WASHINGTON PARENT TRAINING WORKSHOP. PUBLIC LAW 94-142: THE LAW OF SPECIAL EDUCATION AND ROLE OF PARENTS. Washington: Parent/Community Relations, 1978.

This manual for parents in the state of Washington gives a one-page listing of minimal due process rights, outlines parents' rights to review education records, and presents situations in which a due process hearing or independent evaluation may be requested. A description of due process is provided along with definitions of handicapped conditions, an overview of P.L. 94-142, and an explanation of the individual educational program, how to identify tests and test terms used in assessment, and a glossary of terms. (DSPS)

Paul, James L and others. MAINSTREAMING: A PRACTICAL GUIDE. Syracuse: Syracuse University Press, 1977.

This book offers practical guidelines for planning and implementating mainstreaming at the local school level. Chapter I describes a process for planning which results in the individual school being organizationally and psychologically ready for mainstreaming. Chapter II examines the roles and responsibilities of students, parents and the community in mainstreaming. Chapter III discusses the roles and responsibilities of central administrators and principals, regular classroom teachers, resource teachers, school psychologists, counselors and therapists relative to placement procedures, individualizing instruction, social adjustment, and parent consultation. Chapter IV describes the changes needed in in-service teacher education and discusses specific ways to implement these changes in training teachers. Chapter V focuses on preservice teacher education and analyzes the changes needed in curriculum, faculty and training procedures in schools of education. Chapter VI deals with implementing mainstreaming, including a discussion of principles of program development and implementation. Problems and issues involved in implementing mainstreaming at the local school level are also described and recommendations are made for improving that process. (ERIC)

Scanlon, Cheryl; Arick, Joel; and Phelps, Neal. "Participation in the Development of the IEP: Parents' Perspective." EXCEPTIONAL CHILDREN, Vol. 47, No. 5, February 1981, pp. 373-374.

This investigation was designed to provide an indication of the degree to which committee participants in the public schools of Oregon have been active in developing IEP's. The study indicated an extremely low percentage of overall IEP conference attendance with the exception of the handicapped child's mother and the special education teacher. The low attendance figures imply that the implementation of Public Law 94-142 is not in accordance with intended practice.

Schleifer, Maxwell J. (Ed) Mainstreaming: "We Did a Terrible Thing in Sending Ed to Camp." EXCEPTIONAL PARENT, Vol. 7, No. 3 pp. 21-26, June 1977.

A 14 year old minimally brain injured boy and his parents present their views regarding the boy's problems at an overnight summer camp for regular children. In interpreting the situation, the counselor points out the family's dependence on the judgement of others rather than on their own sense of worth. (ERIC)

Schleifer, Maxwell J., (Ed) "The School Year has Been a Total Disaster" EXCEPTIONAL PARENTS, Vol. 7, No. 4, pp. 26-29, 1977.

A case study is presented of a 6 year old cerebral palsy child who is unsuccessfully mainstreamed in a regular first grade class. Described are her parents' feelings that the placement is inappropriate, and the principal's and classroom teacher's difficulties in relating to the child and her parents. The need for increased time and effort on everyone's part is emphasized. (ERIC)

Schmidt, C. and Williams, M.C. LAW AND THE HANDICAPPED CHILD: A PRIMER FOR ILLINOIS' PARENTS. Illinois: Regional Resource Center, 1978.

Seven pages of this 51-page document discusses due process hearings and related matters in dispute settlement including parent's rights at the hearing, the role of a hearing officer, surrogate parents, access to records, financial arrangements, obtaining an independent evaluation, timeline requirements for the hearing, and an explanation of the role of parent advocates. A section listing state and national service providers and state and local resource centers is included, as are a glossary of terms, sample cases of the placement process, and information pertaining to P.L. 94-142, least restrictive environment and the individualized education program. (DSPS)

766 Primer. Boston: Advocacy Center, 1978.

This 46-page manual gives the lay reader an analysis of the Massachusetts Special Education Act. Eight pages are devoted to dispute settlement topics, including a "how to" guide for parents who are faced with puzzling options concerning their child's individual educational program (IEP). Parents are given guidance in documenting their case, and financial considerations in the hearing are discussed. Included is a regional listing of organizations to help parents, a checklist, form letters, and excerpts from P.L. 94-142. (DSPS)

Schaffer, J. and Bell, J. PARENTS AND EDUCATORS: PARTNERS IN INDIVIDUALIZED EDUCATIONAL PROGRAM PLANNING FOR HANDICAPPED STUDENTS. AN IN-SERVICE TRAINING PACKAGE. Washington D.C.: Bureau of Education for the Handicapped, 1978.

The document presents a modular in-service training package for parents and educators of handicapped children to assist their collaboration in the development of individualized education programs (IEP's). Each of the five modules consists of descriptions of specific activities, and time time required to complete the module (total time is approximately 12 hours). Activities described include introduction and evaluation, plus mock IEP staffing: developing solutions for identified problems: developing effective communication and interpersonal skills by means of a jargon test and role identification exercise; identifying timing and setting problems and their solutions; examining interaction patterns; and developing and evaluating a self administered due process guide, a staffing evaluation form, and a parent's guide to information gathering. (ERIC)

SPECIAL EDUCATION LAWS, REGULATIONS AND STANDARDS: A HANDBOOK FOR PARENTS OF EXCEPTIONAL CHILDREN. Pennsylvania: Montgomery County Intermediate Unit, 1978.

Seven pages of this 16-page booklet deal with dispute settlement. The rights of exceptional children are described, including evaluation, placement and reassessment, and request for due process if there is disagreement about placement. Also discussed are the appointment of surrogate parents, the due process hearing, options to due process (pre-hearing conference, informal communications); and parents' rights. Two pages provide requirements for confidentiality under Pennsylvania State Board of Education regulations. (DSPS)

SUMMARY OF PARENTAL RIGHTS AND RESPONSIBILITIES: STATE LEVEL HEARINGS. Maryland: State Department of Education.

This brochure is devoted to the dispute settlement hearing process. The document is designed to assist parents of handicapped students who may wish to request a review of special education program decisions rendered at the local or state departmental level. The responsibilities of the parents and the Maryland Department of Education are listed in an easy-to-read format. (DSPS)

THE EDUCATIONAL RIGHTS OF YOUR HANDICAPPED CHILD. Texas: Barry Barnes, 1976.

Intended for parents of handicapped and severely handicapped children, the booklets outline rights of the child and the parent, responsibilities of the parent, the school's rights and responsibilities, the five step process of providing service (referral, screening, appraisal, educational programming, and evaluation and follow-up), and the appeals process. (ERIC)

37,000 AND 1 REASONS FOR READING THIS BROCHURE. Utah: Office of the Superintendent of Public Instruction.

This is an eight-page brochure outlining the rights of handicapped children and youth to public education. It devotes one page solely to the due process hearings, focusing on reasons for requesting a hearing and on rights of parents during a hearing. (DSPS)

Turnbull, A.P. and Turnbull, H.R. "Procedural Due Process and The Education of Handicapped Children." FOCUS ON EXCEPTIONAL CHILDREN, Vol. 9, 1978, pp. 1-2.

This is a 12-page article focusing on the development of due process theroy in special education litigation. Parents' rights to access records, to obtain an independent evaluation, and to initiate due process hearings are fully explained. The role of the surrogate parent is explained, and legal rights in a hearing are listed. (DSPS)

WHAT IS P.L. 94-142? Mississippi: Mississippi System of Protection and Advocacy, 1977.

Three pages of this four-page handout discusses dispute settlement issues. General topics such as free appropriate education, timelines for implementing P.L. 94-142, and the individual educational program are presented in question and answer format. Highlights to dispute settlement include a listing of basic parental rights, notification, consent, placement, record examination, and surrogate parents. Sample letters requesting an evaluation and a hearing are provided. Guidelines for proper documentation are also given. (DSPS)

MEDIA

INTEGRATION CAN WORK: A CASE STUDY OF A LEARING ENVIRONMENT. New York: Human Policy Press.

The film presents a program model for therapeutic school in which non handicapped children and severely and moderately handicapped children (3 to 9 years old) function together in the classroom. The following aspects of the school are described; Classroom Groupings, Staffing Patterns, Diagnostic Assessment, Psychoeducational Curriculum, and Parent Involvement. (ERIC)

Nazzaro, Jean. PREPARING FOR THE IEP MEETING: A WORKSHOP FOR PARENTS. Virginia: Council for Exceptional Children.

A two hour training package to help parents become productive participants at the IEP conference. It provides opportunities for parents, teachers, and administrators to actively participate in problem solving situations related to a student's educational program. Included is a filmstrip introducing basic information about IEP's.

PRECINCT 94-142. Illinois: MTI Teleprograms Inc.

Film is aimed at developing awareness of the reasons why communication often breaks down among physicians, educators, and parents as they work toward early identification and referral of potentially handicapped children.

Programs, Organizations, Products and Additional Resources

PROJECT TITLE : CLOSER LOOK

CONTACT PERSON : Not available 202/802-7900

PROJECT ADDRESS : 1201 16th Street, N.W.
Washington, D.C. 20036

PROGRAM TYPE : U.S. Office of Special Education and Rehabilitative Services Parent's Campaign for Handicapped Children and Youth.

POPULATION SERVED : Disabled persons and their parents all over the United States

PROJECT ABSTRACT : Project is a national resource center for:

Parents of handicapped children and disabled adults seeking information about rights and community services.

Advocates for the rights of people with disabilities.

Professionals concerned about health,education and other needs of handicapped people.

Students preparing to work with disabled children and adults.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Booklets, pamplets and reading lists regarding specific disabilities and development of needed skills. Among these are the following:

Practical Advice to Parents - a guide to finding help for children with handicaps
Taking Charge of Your Life - a guide to independence for teens with physical disabilities
Steps to Independence for People with Learning Disabilities
Bi-annual newsletter - Report from Closer Look that discusses major issues affecting children and adults with disabilities

Fact Sheets containing:

Information on how to work with schools and other agencies to create programs to help handicapped children and adults lead independent, productive lives.

Addresses of state agencies and advocacy groups in each state

Information about other resources that can be utilized for handicapped children.

CLOSER LOOK (continued)

PROJECT MATERIALS DEVELOPED FOR PARENT USE:	Photoscripts - Public service announcements concerning disabled children and youth and their parents Project Bridge - sponsored jointly by the Parents Campaign for Handicapped Children and Youth and the Council for Exceptional Children. Its purpose: to develop a useable and easily replicated workshop designed to increase the ability of parents and educators to work together to identify mutual concerns; to identify major issues that cause conflict between parents and teachers; to identify specific methods of resolution for these conflicts in order to help each other help children. Model workshop curriculum and how to guides will be prepared.

PROJECT TITLE : PROJECT PAVE - PARENTS ADVOCATING VOCATIONAL EDUCATION

CONTACT PERSON : Closer Look 202/802-7900

PROJECT ADDRESS : 1201 16th Street, N.W.
Washington, D.C. 20036

PROGRAM TYPE : Parents' Campaign for Handicapped Children and Youth (Closer Look)

POPULATION SERVED : Parents of handicapped children all over the United States, at the secondary level of education.

PROJECT ABSTRACT : The goal of PAVE has been to build the capacity of parents to support one another in creating accessibility to appropriate, high quality vocational education programs for disabled high school students.

At 29 training seminars in every region of the country, the PAVE curriculum has presented information and training in the following areas: new laws, advocacy techniques, the components of quality vocational education, knowledge about appropriate vocational services, negotiation skills for dealing with school systems in order to implement the law and quality vocational education, and guidance in techniques for overcoming barriers and access of handicapped students to vocational education.

Hundreds of advocates have been trained to disseminate information concerning compliance with federal laws; secondly, they are building a network of knowledgeable people and finally PAVE has provided follow-up technical assistance in each locality when training had been conducted.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Training package consists of Trainee's Manual and Trainee's Manual with following categories covered during 5-day training period:

What is advocacy?
Major legal issues
Promise of the Law
Discussion of major rights
Introduction to vocational education, and how to gain access to that system, discussion of design of vocational assessment and design of vocational programs
Developinga student profile
Interviewing techniques
Adaptations in the classroom
Advocacy strategies
Major legal cases

PAVE (continued)

PROJECT MATERIALS DEVELOPED FOR PARENT USE:	The workshop presentation includes: Films Questionnaire Small group with facilitators Formal presentation and group discussion with use of notebooks by each participant Flip charts and handouts for group assignments Role play

PROJECT TITLE : TASK - TEAM OF ADVOCATES FOR SPECIAL KIDS

CONTACT PERSON : Jean Turner 714/971-TASK

PROJECT ADDRESS : 1800 East La Veta Avenue
Orange, CA 92666

PROGRAM TYPE : Member, National Network of Parent Centers

POPULATION SERVED : Parents of handicapped children and youth of all ages and disabilities.

PROJECT ABSTRACT :

1. Central resource center for referral services
2. Parent education and peer counseling
3. Specialized workshops and advocacy training course
4. Legal rights information and a speaker's bureau
5. "Let's Be Friends", an awareness program for the classroom which uses two life-sized dolls, one handicapped and one not handicapped to share their feelings, interests and friendship with the class. A variety of equipment used by disabled people is provided and resource materials such as activities, books, and films are suggested as follow-up reinforcement.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:

1. Parent Information Packet: Introduces basic precepts of education law relating to handicapped children and to the services of TASK (information relevant only to Southern Californiz residents)
2. I.E.P. Checklist: helpful to organize your thoughts and materials in order to write meaningful I.E.P. for your child.
3. Assessment Checklist: Things to look for when a child is being assessed.
4. Due Process Checklist
5. Compliance Checklist
6. a. "Let's Be Friends" - a comprehensive guide for implementation of a Let's be Friends Program. It includes reproducable materials for teachers and prepared script.
   b. Cassette tape of script for use with dolls in above program.

PROJECT TITLE :	PEP (Parents Educating Parents)
CONTACT PERSON :	Mildred Hill 404/942-5270 Bonnie Wooten
PROJECT ADDRESS :	8160 Dura Lee Lane Douglasville, Georgia
PROGRAM TYPE :	Member, National Network of Parent Centers
POPULATION SERVED :	Handicapped children and their parents
PROGRAM ABSTRACT :	Not indicated
PROJECT MATERIALS DEVELOPED FOR PARENT USE:	"Parents Educating Parents on Public Law 94-142" - Notebook includes description of Public Law 94-142, Section 504, Buckley ammendment (all Federal laws relating to education), and the Georgia Education Law, Law 32-910, and pertinent references. It includes description of identification, referral, evaluation, mediation and due process, with appropriate forms. It lists contact people in Georgia.

PROJECT TITLE : COORDINATING COUNCIL FOR HANDICAPPED CHILDREN

CONTACT PERSON : Ms. Charlotte Des Jardins 312/939-3513

PROJECT ADDRESS : 220 S. State Street
Chicago, IL 60604

PROGRAM TYPE : Member, National Network of Parent Centers

POPULATION SERVED : Parents of handicapped children

PROJECT ABSTRACT :

1. Rights Training Sessions for Parents and Professionals held weekly and monthly
2. Workshops on Following Issues:
   a. assertiveness
   b. organizing
   c. advocacy
   d. lobbying
3. Advocacy Exchange: provides advocates for parents of learning disabled children. Trains those parents it serves to serve as advocates for their children and for others.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:

1. Fact sheets on issues relating to the needs of handicapped children and youth and their parents
2. Monthly newsletter
3. Handbooks: How To Get Services By Being Assertive; How To Organize an Effective Parent/Advocacy group and Move Bureaucracies; The Directory of Services for Handicapped Children and Adults-resources in Chicago metropolitan area for infants, children and adults with handicaps; The Rights Handbook for Handicapped Children and Adults.

PROJECT TITLE: Designs For Change

CONTACT PERSON: Donald Moore, Executive Director 312/922-0317

PROJECT ADDRESS: 220 South State Street, Suite 1616
Chicago, IL 60604

PROGRAM TYPE: Member, National Network of Parent Centers

POPULATION SERVED: Educators, parents, concerned citizens working to improve schools in Chicago, elsewhere in Illinois and the U.S.A. A major 1980-81 focus has been to help minority, low-income, and moderate-income neighborhoods on special education issues affecting their children in local schools.

PROJECT ABSTRACT: Priorities for 1982:

1. Training and Assistance in Chicago and other Illinois cities through the:
    a. Special Education Project which helps special education parent groups press for improvements in their children's school programs in minority, low-income, and moderate-income neighborhoods.
    b. Reading Project-with handbook for parents which focuses on reading issues in Chicago. Project will help local parent groups to assess local schools, recommend and implement changes.
    c. School Finance Project-Continued involvement in Chicago Panel on Public School Finances through review of effective approaches to citizen involvement in school budget issues and development of training and assistance priorities.

2. Distribution of Designs for Change research reports, summaries, and training handbooks. Top priority is reaching parent and citizen groups active on school issues and key education and decision and policy makers at national, state and local levels.

3. National Assistance Activities-Project will assist private foundations in their support of parent and citizen advocacy groups on school issues. Project will participate in forums where policy makers consider options for the future of public education.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Handbooks completed or nearing completion:

1. Getting the Facts. Gathering information about educational problems and their solutions, a crucial aspect of effective advocacy.

PROJECT ABSTRACT
(continued):

2. *Helping Schools Change-Ideas for Assistance Groups*. A practical guide for parent and teacher trainers.

3. *Putting School Dollars to Work for Your Children*. Practical guide to school budget analysis and action on budget issues for parent and citizen groups.

4. *Rethinking Staff Development: A Handbook for Analyzing Your Program and Its Costs*.

5. *Thinking Like An Advocate*. Effective methods for child advocacy in the schools.

Research reports completed or nearing completion:

1. *Making Sense of Staff Development*

2. *Student Classification and the Right to Read*

3. *Child Advocacy and the Schools: Past Impact and Potential for the 1980's*.

4. *Decisions about School Dollars: The Impact of Citizen Involvement*

Handbooks to be used in training advocates:
Topics include *Gathering Information*, *Negotiating with School Officials*, and *Developing Effective Advocacy Strategies*.

PROJECT TITLE : TASK FORCE ON EDUCATION FOR THE HANDICAPPED: PARENT TRAINING PROGRAM

CONTACT PERSON : Ms. Sally Hamburg 219/234-7102

PROJECT ADDRESS : 812 East Jefferson Boulevard
South Bend, IN 46617

PROGRAM TYPE : Member, National Network of Parent Centers

POPULATION SERVED : Handicapped students and their parents throughout Indiana

PROJECT ABSTRACT :

1. One-to-one assistance and information concerning education services and handicapping conditions
2. Workshops on educational rights and responsibilities of parents
3. Two-day training of key parents (Regional Parent Representatives) in Indiana to become trainers and information sharers for other parents in their area.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Special Education Training Units for parent trainers (with content, handouts, transparencies, activities) on:

The Special Education Process;
Least Restrictive Environment;
Educational Process for Parents of Preschoolers;
Practice Participation in a School Conference;
Educational Evaluation;
Using Parents on Special Education Advisory Boards;
Preparing for the Due Process Hearing;
Organizing a Parent Support Group and;
What is a Surrogate Parent?

Other materials available include:

Procedures for Selection, Training, and Assignment of Surrogate Parents;
Resource Manual for Surrogate Parents:
Assessing Special Education: A Guide for Consumers and Advocates;
Handbook for Regional Parent Representatives; and
over 70 individual handouts (write for a list of them)

Other workshops or presentations include:
The parents role in developing, implementing and monitoring the IEP;
Parent/Professional cooperation and communication;
Parent involvement; and
Know the laws

Techniques for training regional parent representatives to conduct workshops and provide individual assistance are also available.

PROJECT TITLE : FEDERATION FOR CHILDREN WITH SPECIAL NEEDS

CONTACT PERSON : Ms. Patricia Bausemer 617/482-2915
Coordinator of Training

PROJECT ADDRESS : 312 Stuart Street, Second Floor
Boston, MA 02116

PROGRAM TYPE : Member, National Network of Parent Centers

POPULATION SERVED: Parents of handicapped children and youth throughout Massachusetts

PROJECT ABSTRACT : Organized as a coalition of parent groups representing children with a variety of disabilities, the Federation operates a Parent Information Center which offers a variety of services to parents, parent groups, and others who are concerned with children with special needs.

Information and Referral: The Federation staff handles all types of calls ranging from simple requests for information and agency referrals to trying to find solutions for more complex problems. The Federation also conveys information to agencies which affect children, in order to relay a parent point of view.

Resource Library: Parents, professionals, students, and interested individuals are welcome to come in and use the Federation's open resource library. Some topics covered are: Information on various disabilities; Services and programs for children with specific disabilities; Legislative information; Reference materials for research, including books, teaching and reference materials on delinquent and incarcerated youth with special needs; A selection of free brochures, booklets, newsletters, and fact sheets.

Speakers' Bureau

Opportunities for mutual support through member parent organizations

Federal and state legislative information

Special Projects:

1. Self-advocacy Training - Federation trains parents to be knowledgeable and aware of their rights under state and federal laws

   Parent Manual that goes with the training provides information on the following: State and Federal Laws; Parent/Student Rights; 766 Evaluation Process; Individual Education Plan; Student Case File; and Community Resources.

2. The Parent and Lay Advocacy Research and Training Project - Training for lay advocates who represent parents in administrative hearings.

For this training the following products have been developed:

A Dictionary For Lay Advocates

Lay Advocacy Training Modules - 15 modules which are components of the training program, and cover such matters as SSI, regulations and court decisions, the due process system; an overview of special education laws, advocacy skills, pre-hearing and hearing skills, special education mock hearing materials, and the role and status of lay advocates.

This project also has a library of pertinent materials.

3. The Collaboration Between Parents and Health Care Professionals Project has developed the following pamphlets:

A bibliography of pertinent literature, entitled Communication and Partnership Between Parents and Professionals

Your Rights To Medical Records in Massachusetts

Questions When Surgery Is Recommended For Your Child

Some Suggestions For Communicating With Medical Personnel

Preparing Children For Medical Tests

This project has also developed Evaluation Tools, ie.
A presentor's evaluation form
An audience evaluation form
A materials' review form

A film bibliography is in process.

4. Minority Parent Training has developed a Manual For Spanish Parents, which includes two tapes on parents' rights.
For one of these two booklets have been prepared, one in Spanish, one in English.

5. The Federation produces a periodical on specialized management for parent coalitions called "Coalition Quarterly".

PROJECT TITLE:	Southwestern Ohio Coalition for Handicapped Children
CONTACT PERSON:	Joanne Queenan, Senior Director 513/861-2400
PROJECT ADDRESS:	3024 Burnet Avenue Cincinnati, Ohio 45219
PROGRAM TYPE:	Member, National Network of Parent Centers
POPULATION SERVED:	Parents of children with physical, mental, emotional, or learning disabilities.
PROJECT ABSTRACT:	The Center was established to provide practical information, advice, and help to parents of handicapped children--resources, services, and programs in the following areas: educational, diagnostic, recreational, therapeutic, counseling, vocational, residential, medical, dental, financial, legal, and even transportation and sitting services.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:

1. Assertiveness Training Curriculum
2. Directory of Services for Handicapped--model directory produced by volunteers.
3. How to Produce a Newsletter--illustrated manual.
4. How to Start a Parent Center--manual.
5. Overview for Parents of Handicapped Children--2-hour training program with handouts and transparencies re laws and procedures for parents.
6. Negotiation and mediation package of informational materials.
7. Step by Step--Guide to due process to enable parents to obtain a free and appropriate public education for handicapped children.
8. Stress management package of informational materials.
9. Handouts for professionals talking to parents and vice versa.
10. Bibliography of handouts.
11. Parent to Parent Summaries of IEP, evaluation, placement, and annual review.
12. "How to Make Changes in Systems," materials for a 4-hour workshop.

PROJECT MATERIALS DEVELOPED FOR PARENT USE (continued):

13. Agreements, contracts, and materials developed for lawyer and nurse internships.

14. Grantsmanship--Examples of successful public, private, and United Way proposals.

15. Brochures on a parents' library and a toy library for handicapped children.

16. Abstracts and summaries of Ohio education laws and Ohio Division of Special Education policy statements.

PROJECT TITLE : PACER CENTER, INC. (PARENT ADVOCACY COALITION FOR EDUCATIONAL RIGHTS)

CONTACT PERSON : Ms. Marge Goldberg 612/827-2966
Ms. Paula Goldberg TTY and voice

PROJECT ADDRESS : 4701 Chicago Avenue South
Minneapolis, MN 55407

PROGRAM TYPE : Member, National Network of Parent Centers

POPULATION SERVED : Parents of handicapped children, and other persons throughout Minnesota concerned with education of children and youth with physical, mental, emotional, and learning disabilities.

PROJECT ABSTRACT :

1. Public Information: Radio, Television, newspaper and newsletter publicity; brochures and audio-visual presentations; and contacts with other organizations to help parents and general public understand rights of handicapped children in schools.
2. Basic information workshop: workshops throughout Minnesota to inform parents of their rights and responsibilities and to help them to learn to work effectively with schools.
3. Specialized workshops on specific topics of interest to a particular group.
4. Advocacy training: for parents committed to train other parents to assure continued future education and advocacy on behalf of handicapped children and their parents.
5. Individual Advocacy: information and assistance for individual parents.
6. "Count Me In": program trains volunteers to present puppet shows and other handicap awareness programs to preschool and elementary age children.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:

1. "Parents can be the Key" - handbook on parent rights and responsibilities in special education, spanish version as well.
2. "Parents Helping Parents" - workshop model with materials,.
3. Bibliography including books on following topics: Advocacy, assertiveness, autism, blindness, pre-school, epilepsy, assessment, vocational education, learning disabilities, emotional disturbance, deafness, physical handicaps, mental retardation, and books for children.
4. Fact sheets, slide tapes, transparencies on laws, terminology, resources, laws and responsibilities, procedures, advocacy assertiveness and communication skills.
5. Information and materials on Hispanic parent training.

PROJECT TITLE : GOVERNOR"S ADVOCACY COUNCIL FOR PERSONS WITH DISABILITIES PARENTS" EDUCATIONAL ADVOCACY CENTER

CONTACT PERSON : Ms. Toni James 800/662-7030

PROJECT ADDRESS : 116 West Jones Street
Raleigh, NC 27611

PROGRAM TYPE : Member, National Network of Parent Centers

POPULATION SERVED : Parents of handicapped children throughout North Carolina who seek appropriate education of their children.

PROJECT ABSTRACT :

1. Parent Advocacy Training Workshop: prepares parents to participate in an advocacy network across North Carolina. Necessary skills and knowledge to be an effective trainer of other parents are demonstrated, including identification, assessment, individualized education plans and communication with school officials.
2. Community-level Parent Training is given by trained parent advocates who illustrate the above through case study examples, discussion, role play and printed materials.
3. Technical assistance to parents.
4. Strengthen existing and develop new parent groups.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:

1. Parents Together-A Resource: Manual which includes information and sample letters relating to laws (state and federal), personnel and school records, identification and evaluation, individualized education plans, LRE placement, due process, parent-to-parent advocacy, communication skills including a bibliography of suggested reading materials, and an appendix of terminology, assessment tools, and resources in North Carolina.
2. Training Tips for Parent Trainers: serves as guide to using the Resource Manual. It includes information on trainer responsibilities, workshop preparation and design, role play exercises, task oriented exercises, transparency masters, workshop evaluation, and materials to be copied for hand-outs.

Other handouts (write for more information)
i.e. Being an Effective Participant at an IEP Meeting
Parent Group Formation Questionnaire

PROJECT TITLE : PARENT INFORMATION CENTER

CONTACT PERSON : Ms. Judith Raskin 603/224-7005

PROJECT ADDRESS : 155 Manchester Street
P.O. Box 1422
Concord, NH 03301

PROGRAM TYPE : Member, National Network of Parent Centers

POPULATION SERVED : Parents of handicapped children and professionals working with handicapped children and their families throughout New Hampshire.

PROJECT ABSTRACT :

1. Parent Training
   a. Training for parents of handicapped children which gives overview of special education laws and regulations and then deals with particular areas of interest concerning the special education process.
   b. In-depth parent skills training which includes play and leisure activities, behavior management, gross motor development, sexuality and speech and language. Training given involves teaching personnel and parents of children attending a particular private or public school.
   c. Awareness training for general public on issues of changes in legislation, particular handicapping conditions and devices, and common problems/issues of parents of handicapped and non-handicapped.
2. Training of Professionals
   a. Pre- and in-service for school personnel
   b. Locally selected officials regarding the law, regulations, terminology, responsibilities of team members, etc.
   c. Training in remediation techniques, primarily for professional staff.
3. Specific Training Programs
   a. Day long training workshops including such topics as:
      Assertiveness Training;
      Group Dynamics;
      The Legislative Process;
      Grantsmanship;
      Advisory Board Training;
      Interagency Collaboration; and
      Management Techniques for the Non-Profit Organization
   b. State wide conferences on a variety of subjects such as: "The Surrogate Parent Process - How to Know When You Need One and How to Get One"; Vocational Education In New Hampshire - Where Do We Go From Here?"

PARENT INFORMATION CENTER (continued)

PROJECT ABSTRACT :

4. Surrogate parent training involves recruitment screening and training of surrogate parents.
5. Parent counseling - Parent trainers are available to work with parents on one-to-one basis regarding needs, options and planning a course of action.
6. For Mediation and Due Process Procedures help is made available to parents.
7. Interagency cooperation through membership on agency boards, task forces, committees.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:

1. The PIC Report- monthly newsletter
2. Handbooks and manuals entitled as follows:

Advocacy Handbook: A Beginner's Guide to Affecting Change
A Parent Manual on Gross Motor Activity
A Parent's Manual for Teaching Basic Speech and Language
A Parent Manual on Sexuality
A Parent Manual of Play and Leisure Activities
Parents and Professionals - Partners in the Educational Process
Guide to Mediation of Special Education Problems
A Parent Manual of Behavior Management

Brochures on a number of topics which include:

Section 504, "Who's Who in N.H.", testing and evaluation, IEP, and explanation of Federal and N.H. state education laws geared for the individual parents point of view, needs, and questions.

PROJECT TITLE : LA ASOCIACION DE PADRES PRO BIENESTAR DE NINOS IMPEDIDOS DE PUERTO RICO, INC.

CONTACT PERSON : Senora Carmen Salles 809/765-0345
Senora Elba R. Stephens

PROJECT ADDRESS : Box 21301
Rio Piedras, P.R. 00928

PROGRAM TYPE : Member, National Network of Parent Centers

POPULATION SERVED : Parents of handicapped children throughout Puerto Rico

PROJECT ABSTRACT : How to organize records and relevant information as to the handicapped child necessary to his placement in a special school program.

Steps and hints on how to get information to elected officials.

How to organize a summer camp for th handicapped.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Materials for parents in Spanish:

Excerpts of Law 94-142;
Rights of children;
Rights of parents; and
Necessary steps to place a handicapped child in a school program.

PROJECT TITLE : PARENT EDUCATIONAL ADVOCACY TRAINING CENTER

CONTACT PERSON : Ms. Winifred Anderson 703/836-2953

PROJECT ADDRESS : 228 South Pitt Street
Room 300
Alexandria, Virginia 22314

PROGRAM TYPE : Member, National Network of Parent Centers

POPULATION SERVED : Parents of handicapped children and other personnel throughout Virginia

PROJECT ABSTRACT :

1. Parent training course in Educational Advocacy. Meets for 15 hours over a weekend. Training manual is provided.
2. Parent-Professional Team Training Course. Meets for 4 days to prepare three member teams to teach educational advocacy skills to other parents in their communities. Subsequent supervision of teams, consulation and follow-up workshops
3. Consultation skills in education is a 2 day training course in the consultative process with particular focus on the special educator as a consultant to regular class teachers, administrators, and parents. Costs are negotiated.
4. Referral services to organizations for parents of handicapped children, to independent evaluators, to legal services following consultation.
5. Parent-to-Parent Support Networks
   - a. community directory of parents trained in educational advocacy.
   - b. referral to parents of children with similar special needs.
   - c. workshops for graduates of parent training course and newsletters.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Descriptive brochure and information flyers describing training programs and services of the Center.

An information packet containing:

general information about the Center;
outline of the 15 hour weekend Parent Training Course in Educational Advocacy, including an extensive evalation study;
outline of a 4 day Parent/Professional Team Course which trains 3 member teams to conduct Parent Training Courses;
Parent Training Needs Survey report documenting educational advocacy training needs in Virginia; (packet cost $10.00)
negotiating the Special Education Maze: Joint Venture for Parents and Teachers: is a self-study guide in educational advocacy for parents and teacher (in press, Prentice-Hall).

Quarterly newsletter published by the Center.

PROJECT TITLE : WASHINGTON PAVE (Parents Advocating Vocational Education)

CONTACT PERSON : Ms. Martha A. Gentili 206/272-7804

PROJECT ADDRESS : 1516 North Orchard
Tacoma, WA 98406

PROGRAM TYPE : Member, National Network of Parent Centers

POPULATION SERVED : Parents of children with a variety of special needs throughout Washington state presently focusing on Pierce, Thurston, and Kitsap counties.

PROJECT ABSTRACT :

1. Weekly training sessions with focus on P.L. 94-142 and parent needs.
2. Presentations of 5 week in-depth training series, "How to be Your Child's Best Advocate". Offered to both parents and "other professionals".
3. One-day workshops/training sessions designed to meet the needs of parents as to location, duration and content.
4. Provision, on an "as available" basis, support people to accompany parents to school meetings.
5. Participation in a variety of community efforts to improve services for handicapped children and adults, i.e. weekly "parents programs" column in Tacoma, Washington News Tribune.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Materials on the following topics:

including vocational education in an IEP;
using newspapers to promote parenting issues;
guidelines for helping parents (1-1 parent training);
legal issues index (adapted for Washington State);
testing and assessment;
advocacy bulletins for specific disabilities;
communication skills for parents and professionals;
getting the message across to decision makers;

A set of video tapes and a parent handbook which matches scripts is in production through a grant from the Legal Assistance Foundation.

PROJECT TITLE : PARENT EDUCATION PROJECT
UNITED CEREBRAL PALSY OF SOUTHEASTERN WISCONSIN

CONTACT PERSON : Ms. Liz Irwin 414/272-4500

PROJECT ADDRESS : 152 W. Wisconsin Avenue
Milwaukee, WI 53203

PROGRAM TYPE : Member, National Network of Parent Centers

POPULATION SERVED : Parents of children aged 3 to 21 who live in the Milwaukee metropolitan area and whose children's handicapping conditions include autism, mental retardation, physical handicaps, learning disabilities, emotional disturbance, visual and hearing impairments and speech and language handicaps. Services are also available to community people working with such children and their families.

PROJECT ABSTRACT :

1. Information workshops to parent groups regarding exceptional education laws and parents' rights and responsibilities.
2. Training of parents as workshop presenters and to provide individual assistance to other parents.
3. Individual help via phone or in person for parents' individual questions.
4. Referral to parent groups or other community resources.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Written materials on:

Individual Educational Plans;
Wisconsin and Federal Laws;
Communicating with professionals;
The rights of parents;
School records; and
Contacting elected representatives.

PROJECT TITLE : AMERICAN COALITION OF CITIZENS WITH DISABILITIES, INC.

CONTACT PERSON : Reese Robrahn, Director 202/ 785-4265
785-4341 TTY

PROJECT ADDRESS : 1200 15th Street, N.W.
Suite 201
Washington, DC 20036

PROGRAM TYPE : National Self-Help Disability Group

POPULATION SERVED : Not indicated

PROJECT ABSTRACT : ACCD education staff has trained consumers, parents, teachers, administrators and advisory council members on the rights of disabled students to appropriate education and career/vocational opportunities.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Resource Guide for Parents: Career Education and Vocational Education Rights and Opportunities for Disabled Students.

PROJECT TITLE : THE CHILDREN'S DEFENSE FUND

CONTACT PERSON : Marian Wright Edelman, President 202/483-1470

PROJECT ADDRESS : Children's Defense Fund
1520 New Hampshire Avenue, N.W.
Washington, D.C. 20036

PROGRAM TYPE : National public charity created to provide a long-range systematic voice on behalf of the nation's children.

PROJECT ABSTRACT : Not indicated

PROJECT MATERIALS DEVELOPED FOR PARENT USE:
94-142 and 504 - Numbers that add up to Educational Rights for Handicapped Children
How to Help Handicapped Children Get an Education
Where Do You Look? Whom Do You Ask? How Do You Know? Information Resources for Child Advocates
It's Time to Stand Up for Your Children. A Parent's Guide to Child Advocacy

PROJECT TITLE : AN INVESTIGATION INTO PARENT KNOWLEDGE OF ENTITLEMENT AS PRESCRIBED IN P.L. 94-142

CONTACT PERSON : Anthony Lepire 415/469-1247

PROJECT ADDRESS : Frederick Burk Foundation for Education
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

PROGRAM TYPE : California State Department of Education

POPULATION SERVED : Parents of handicapped children

PROJECT ABSTRACT : In California, over 350,000 pupils and their families would ultimately be effected by both the federal laws (P.L. 94-142 and P.L. 93-118) and the new omnibus state law (California Master Plan for Special Education). The PTA Project, originally conceived as three year project, systematically explores the knowledge, attitudes and experiences of parents with handicapped children enrolled in California'a public special education programs, through interviewing them.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: A bibliography for parents on their rights, the educational process, resources, organizations and related research.
Handbooks on educational and psychological testing, and training videotapes on assessment.

PROJECT TITLE : INVOLVEMENT OF FOSTER PARENTS IN THE EDUCATION OF SPECIAL CHILDREN/CURRENT PRACTICES, PROBLEMS AND RECOMMENDATIONS

CONTACT PERSON : Steve Fiss 408/258-6101

PROJECT ADDRESS : Office of the Santa Clara County
Superintendent of Schools
100 Skyport Drive
San Jose, CAlifornia 95110

PROGRAM TYPE : California State Department of Education

POPULATION SERVED : Foster parents and teachers of handicapped children

PROJECT ABSTRACT : There is currently an urgent call from teachers and administrators in special schools for assistance in solving problems which evolve from foster placement of their pupils. The number os special children placed in foster homes has risen dramatically in the past decade; it is estimated that fully one-third of the children served in south Santa Clara County are in foster care. Although the difficulty of involving foster parents in the development and achievement of IEP's for their foster children is generally acknowledged to be a significant factor in demoralization of special education teachers, little is known about the variety and extent of problems encountered. This study is examing these problems.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated

PROJECT TITLE: Publications Concerning Special Education

CONTACT PERSON: Bureau of Program Audit 617/770-7443

PROJECT ADDRESS:
Division of Special Education
1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE: Mass. Department of Education

POPULATION SERVED: Handicapped children and youth, their parents, and other interested persons.

PROJECT ABSTRACT: The publication listed below can be considered as one component of the training offered to parents by the Division of Special Education, Mass. Department of Education, in that they are distributed to parent organizations who use them in their training of parents and Dept. of Education personnel who use the material in their training as well.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: A Guide to Chapter 766-Special Education Services for Children and Youth. A parents' guide for children needing special educational services. Describes the screening, referral, evaluation, IEP, and appeals process.

PROJECT TITLE: Publications Concerning Special Education

CONTACT PERSON: Bureau of Special Education Appeals 617/770-7498

PROJECT ADDRESS: Division of Special Education
1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE: Mass. Department of Education

POPULATION SERVED: Handicapped children and youth, their parents, and other interested persons.

PROJECT ABSTRACT: The publications listed below can be considered as one component of the training offered to parents by the Division of Special Education, Mass. Department of Education, in that they are distributed to parent organizations who use them in their training of parents, and Dept. of Education personnel who use the material in their training as well.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: 766-Parents and Their Rights. Pamphlet outlines parent and children's rights under law, development of the IEP and appeals procedures. Published in Spanish, Portuguese, Chinese and English.

Parent Information Guide. Pamphlet of general information. Published in Spanish, Chinese and English.

PROJECT TITLE : Publications Concerning Special Education

CONTACT PERSON : Massachusetts Dissemination Project

PROJECT ADDRESS : Division of Special Education
1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE : Mass. Department of Education

POPULATION SERVED: Parents of handicapped children and youth, and other interested persons.

PROJECT ABSTRACT : The publication listed below can be considered as one component of the training offered to parents by the Division of Special Education, Mass. Department of Education, in that it has been made available to parent organizations and others who use it in their training of parents, and to Department of Education personnel who use the material in their training, as well.

PROJECT MATERIALS DEVELOPED FOR PARENT USE : Resources for Schools is a series of publications developed by the Massachusetts Dissemination Project. This guide is the ninth publication of that series. It is composed of five sections which include descriptions of training materials and programs, resource centers, information sources and college/university programs pertinent to the area of special education.

NOTE: Many of these resources should be of great interest and help to parents. A few of the programs mentioned have recently closed, however.

PROJECT TITLE : PARENT TRAINING PROGRAM
CLARENDON COUNTY SCHOOL DISTRICT #1, SOUTH CAROLINA

CONTACT PERSON : Lois G. Stephenson 803/758-7432

PROJECT ADDRESS : Program Information Coordinator
Office of Programs for the Handicapped
State Department of Education
311 Rutledge Building
Columbia, South Carolina 29201

PROGRAM TYPE : South Carolina State Department of Education

POPULATION SERVED : Parents of handicapped children

PROJECT ABSTRACT : Under the sponsorship of the South Carolina State Department of Education, this study examined effective methods of training parents to deal with their handicapped children. Resulting from this study will be a series of inservice training programs for parents of handicapped children.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : ORGANIZATION OF PARENTS OF HANDICAPPED CHILDREN.
LEXINGTON COUNTY SCHOOL DISTRICT #3, SOUTH CAROLINA

CONTACT PERSON : Lois G. Stephenson 803/758-7432

PROJECT ADDRESS : Program Information Coordinators
Office of Programs for the Handicapped
State Department of Education
311 Rutledge Building
Columbia, South Carolina 29201

PROGRAM TYPE : South Carolina State Department of Education

POPULATION SERVED : Parent of handicapped children

PROJECT ABSTRACT : Under the sponsorship of the South Carolina State Department of Education, this project is studying methods of training and organizing parents of handicapped children. Most of the work in this project for organizing parents has been conducted by volunteers.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : LOCAL ADVISORY COUNCIL FOR SPECIAL EDUCATION:
A TRAINING PROGRAM

CONTACT PERSON : Massachusetts Department of Education
Regional Education Centers

PROJECT ADDRESS : Central Mass.-Beaman Street, Route 140 617/727-1346
West Boylston, MA 01583

Greater Boston-54 Rindge Avenue Extension 617/547-7472
Cambridge, MA 02140

Northeast - 219 North Street 617/727-0600
North Reading, MA 01864

Pittsfield - 188 South Street 413/499-0745
Pittsfield, MA 01201

Southeast - P.O. Box 29 Route 105 617/947-3240
Lakeville State Hospital
Lakeville, MA 02346

Springfield - 155 Maple Street 413/739-7271
Springfield, MA 01105

PROGRAM TYPE : Massachusetts Department of Education
Division of Special Education

POPULATION SERVED : Parents of handicapped children and youth aged 3-21 years and other interested persons.

PROJECT ABSTRACT : Training consists of 5 sessions lasting 2½ hours per session. Objectives of training parents/citizens are as follows:

1. Development of organizational skills
2. Development of management techniques
3. Development of procedures for developing roles and functions of local special education advisory councils.

Some topics included are:

1. Review of structure and functions of advisory councils and their relationship to school systems and the community.
2. An overview of the process of making meetings work and communications skills.
3. Techniques for utilizing community resources and establishing credibility in the community.

LOCAL ADVISORY COUNCIL FOR SPECIAL EDUCATION-A TRAINING PROGRAM

PROJECT ABSTRACT : This is a statewide priority for 1981-83 in Massachusetts, as part of the Public Outreach Program of the Department of Education. It is carried out through the Regional Education Centers with support of the Regional Advisory Councils which are mandated by law and whose membership consists of 50% parents.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:

A Handbook for Planning and Organizing Advisory Councils for Special Education. Prepared by Parent Training Group, Special Education Manpower Project and the Massachusetts Dissemination Project in 1980. This publication not only discusses organizing an advisory council, suggested activities, and management issues, but includes an anotated bibliography and a list of state agencies and parent organizations for the handicapped.

Local Advisory Councils for Special Education, A Training Program. Developed and written by Kaufman, P. Lainey, C., and Manzo, J.

January, 1981. This publication serves as the training manual for many of the training sessions held by regional office staff persons training parents and others who wish to start local advisory councils for special education.

PROJECT TITLE : PUBLIC OUTREACH PROGRAM: COMPONENT IV-PREPARATION OF SUPPORT PERSONNEL FOR REGULAR AND SPECIAL EDUCATION PARENTS/VOLUNTEERS

CONTACT PERSON : Massachusetts Department of Education
Regional Education Centers

PROJECT ADDRESS : Central Mass. Regional Education Center
Beaman Street
Route 140
West Boylston, MA 01583

Greater Boston Regional Education Center
54 Rindge Avenue Extension
Cambridge, MA 02140

Northeast Regional Education Center
219 North Street
North Reading, MA 01864

Pittsfield Regional Education Center
188 South Street
Pittsfield, MA 01201

Springfield Regional Education Office
88 Massasoit Avenue
West Springfield, MA 01089

Southeast Regional Education Office
P.O. Box 28
Middleboro, MA 02346

PROGRAM TYPE : Massachusetts Department of Education
Division of Special Education

POPULATION SERVED : Parents of handicapped children throughout Massachusetts aged 3-21 years, and others.

PORJECT ABSTRACT : Criteria for Component IV are as follows:

1. Training programs which demonstrate cooperative participatory planning.
2. Training programs which assist parents and volunteers in playing a more active role in the educational planning process.
3. Training programs which promote skills development for parents and volunteers preparing to work with special needs populations.

In 1981-82 thirteen long-term inservice training programs involving 289 parents, volunteer, teachers, special educators, support personnel and administrators were funded.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:	Materials are individualized and vary from region to region.

PROJECT TITLE : FOR YOUR INFORMATION: A GUIDE TO SPECIAL EDUCATION IN MASSACHUSETTS.

CONTACT PERSON : Bureau of Program Audit and Assistance 617/770-7443

PROJECT ADDRESS : Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE : Massachusetts Department of Education

POPULATION SERVED : Parents of handicapped children, professionals and other interested persons.

PROJECT ABSTRACT : Manual was published:

1. To assist parents, advoates, educators and human services to better understand the laws and regulations governing special education.
2. To provide information about policies and procedures, parental and student rights, and the major statewide resources which provide services to children with special needs so that compliance with the above laws will be ensured.

The guide is divided into the following sections:

I. Laws related to special education.
II. The chapter 766 team evaluation process
III. The appeals process
IV. Educational Advocate program
V. Parental Involvement
VI. Resources
VII. Appendix (contains documents and forms)

PROJECT TITLE	:	"YOU DON'T KNOW MY KID" - TRAINING MANUAL
CONTACT PERSON	:	The Comprehensive Secondary School Planning Project 617/770-7443
PROJECT ADDRESS	:	Bureau of Program Audit and Assistance Massachusetts Department of Education 1385 Hancock Street Quincy, MA 02169
PROGRAM TYPE	:	Massachusetts Department of Education
PROJECT ABSTRACT	:	Material is designed to surface questions which should be considered by persons who are attempting a constructive criticism of the evaluation team/s within their system. Proper utilization of the accompanying videotape can also provide educators in field of special needs with the opportunity to improve the evaluation team meeting so that parents and regular education staff can play a meaningful and productive role in designing the IEP.

PROJECT TITLE : PARENTS AND THEIR RIGHTS

CONTACT PERSON : Nelly Sepulveda Rothmill 617/770-7292
Urban Information Project

PROJECT ADDRESS : Bureau of Special Education Appeals
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE : Massachusetts Department of Education

POPULATION SERVED : Parents of handicapped children, professionals, and other interested persons.

PROJECT ABSTRACT : This booklet with photographs covers the basics of the following in a brief, clear and simple manner for parents:

1. a statement on chapter 766 and Public Law 94-142
2. obligations of school systems
3. characteristics of a child needing special education
4. who can refer
5. Parent's rights
6. makeup of the evaluation team
7. parent's role on the evaluation team
8. the purpose and design of an educational plan
9. specific education objectives
10. accepting, rejecting and signing the education plan

PROJECT TITLE: Parent Information/Assistance and Resource Project
Boston Public Schools

CONTACT PERSONS:

Noreen Curran	-- Coordinators	726-6292
Anna Williams		726-6393

PROJECT ADDRESS: Parent Information, Assistance and Resource Project
Department of Student Support Services
Boston Public Schools
Boston, MA

PROGRAM TYPE: Local Parent Training

POPULATION SERVED: Parents of handicapped children in Boston.

PROJECT ABSTRACT: Goals of project:

1. Improve parents' assistance through intake, referral, and follow-up of parents' questions/complaints and requests for information.
2. Improve through Parent, Community and Citizen Workshops, knowledge and understanding of Boston Public Schools Chapter 766 procedures and program, specifically vocational education.
3. To improve Special Education Public Information materials and procedures for Boston Public Schools' staff and parents.
4. Facilitate the development of a Boston Public Schools special education parents' network.
5. Pay specific attention and outreach to Hispanic parents.

NOTE: Project trains parents of special needs children of other linguistic and racial minorities as well, using schools and community centers for training sites. Focus of training is information sharing on state and national special education laws and regulations and the entitlements and process which they mandate and outline.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Special Needs Resource Booklet series which includes ten different booklets describing detailed aspects of the impact of each of the following: recreation, vision impairments, hearing impairments, speech and language, physical impairments, mental health, learning disabilities, mental retardation, chronic health conditions, child abuse and neglect. At the end of each booklet community resources are listed, including multi-service agencies, medical care, specific disability groups, education programs, federal agencies, national organizations and their printed information, as well as important telephone numbers.

PROJECT TITLE : UTILIZING THE I.E.P. AS A TEACHING TOOL AND COMMUNICATION TOOL — BILLERICA PUBLIC SCHOOLS

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617/727-0600

PROJECT ADDRESS : Northeast Regional Education Center
219 North Street
North Reading, MA 01864

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of handicapped children, teachers and administrators.

PROJECT ABSTRACT : Two 5-hour sessions, involving workshops, small group role play, and panel discussions, were conducted for parents, special education teachers, classroom teachers, and administrators for the purpose of developing strategies by which parents and teachers can improve their communication techniques. Following the training participants were to be better able to draft and implement an Individualized Educational Plan resulting from improved communication between parent and professional. They could identify each other as resources in the problem-solving process and develop a network to support special needs students. Special needs students were better able to learn because all parties concerned with this process will be more knowledgeable and supportive of that student.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated

PROJECT TITLE : PARENTS AS PARTNERS - AN AT HOME COMPONENT PROGRAM
HOLLAND ELEMENTARY SCHOOLS

CONTACT PERSON : John DeSanctis, Director 617/770-7476

PROJECT ADDRESS : Early Childhood Project
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE : Local Parent Group

POPULATION SERVED: Parents of children with handicaps, aged 3 to 5 years

PROJECT ABSTRACT : The main goals of this project were -

1. to expand and increase the services to three and four year olds with special needs in the towns of Holland, Wales, and Brimfield
2. to train parents to help school staff develop and carry-out IEP's for their children. Parent training and home visits were be valuable components of this program. A program to screen three and four year olds in the fall rather than the spring using the DIAL Screening Instrument is another component. This program was also designed to develop resources and materials needed to continue the program after the funding period.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated

PROJECT TITLE : T.V. FOR COMMUNITY AWARENESS AND TRAINING FOR PARENTS-METHUEN PUBLIC SCHOOLS

CONTACT PERSON : John DeSanctis, Director 617/770-7476

PROJECT ADDRESS :

Early Childhood Project
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

PROGRAM TYPE : Local Parent Group

POPULATION SERVED: Parents and teachers of children with handicaps, aged 3 to 5 years

PROJECT ABSTRACT : A training program was to be developed to insure that parents and professionals work cooperatively in the development of IEPs. Another goal of this project was to develop a series of training tapes for viewing on local cable educational T.V. These tapes should increase community awareness of special needs services, improve the skills of professionals, paraprofessionals, increase the service delivery for three, four and five year old children and serve as a demonstration to other communities.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Training tapes

PROJECT TITLE : IMPROVING COMMUNICATION
MILTON PUBLIC SCHOOLS

CONTACT PERSON : Commonwealth Inservice Institute Liaison 617/547-7472

PROJECT ADDRESS : Greater Boston Regional Education Center
54 Rindge Avenue Extension
Cambridge, MA 02140

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents of handicapped children

PROJECT ABSTRACT : The purpose of this 20 hour inservice program is to help parents improve their communication skills in order to work more effectively with other parents and with the school staff. The participants were also to learn how to run more efficient PAC (Parent Advisory Council) meetings. Following this training, parents will be able to be better advocates for their children and will be more confident in their interactions with others.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated.

PROJECT TITLE : EARLY CHILDHOOD TRAINING FOR EDUCATORS AND PARENTS
NORTH ADAMS PUBLIC SCHOOLS

CONTACT PERSON : John De Sanctis, Director 617/770-7476

PROJECT ADDRESS : Early Childhood Project
Mass. Department of Education
1385 Hancock Street
Quincy, Ma. 02169

PROGRAM TYPE : Local Parent Group

POPULATION SERVED : Parents and teachers of early-childhood children with handicaps

PROJECT ABSTRACT : A team of 20 early childhood educators and parents received three full days of training in the implementation of a transdisciplinary service delivery model which will equip them to refine and strengthen their direct service skills to three, four, and five year old children in the areas of assessment, program planning, and I.E. P. development.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Not indicated

PROJECT TITLE : A PARENT GUIDE TO SPECIAL EDUCATION IN CONNECTICUT

CONTACT PERSON : Bureau of Student Services. Tom Gillung, Bureau Chief

PROJECT ADDRESS : Connecticut State Department of Education
P.O. Box 2219
Hartford, CT 06115

PROGRAM TYPE : Not indicated

POPULATION SERVED : Not indicated

PROJECT ABSTRACT : Not indicated

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Booklet covers the following categories:

Special Education
Related Services
Eligibility
Referral
Evaluation
Independent Evaluation
Planning and Placement Team
IEP
Where Educators Program are Provided
Mainstreaming
Parents' Rights Under the Law
Access to Child's School Records
Parent's Role in Child's Education
Due Process
Due Process Appeals, length and nature of procedure.
Where to go if parents cannot afford an attorney
and other help available to parents
Sample form and letter
Timelines

VISUALLY IMPAIRED

Books, Articles & Printed Materials

Alonso, L.; and Others. MAINSTREAMING PRESCHOOLERS: CHILDREN WITH VISUAL HANDICAPS. A GUIDE FOR TEACHERS, PARENTS AND OTHERS WHO WORK WITH VISUALLY HANDICAPPED PRESCHOOLERS. Washington D.C.: Administration for Children, Youth, and Families, 1978.

SEE Early Childhood.

AMERICAN FOUNDATION FOR THE BLIND: DIRECTORY OF AGENCIES SERVING THE VISUALLY HANDICAPPED IN THE UNITED STATES. New York: American Foundation for the Blind, 1981.

This book provides a list of educational, library and rehabilitative services provided in each of the fifty states. Listings are alphabetical and by state. Included with each is a description of the services provided, general information about the organization, the address, phone number and name of the director of the facility. This book is updated every 2 years, and updated supplements are published periodically.

Bryan, D. GUIDE FOR PARENTS OF PRESCHOOL VISUALLY HANDICAPPED CHILDREN. Illinois: Illinois State Office of the Superintendent of Public Distinction, 1969.

This book offers techniques useful to parents in the care of visually handicapped children. It contains a combination of suggestions from mothers and professionals, a discussion of parental attitudes and the child's early needs, activities and behavior, and the resources available for help and guidance. (TPTT)

Chapman, E.K. VISUALLY HANDICAPPED CHILDREN AND YOUNG PEOPLE. Boston: Routledge and Kegan Paul, 1978.

The book, which is one of a series on special education needs, deals with the education of the visually handicapped from preschool to higher education and vocational education. Designed for all those concerned with the education of the visually impaired,the book contains the following chapters: "Visually Impaired Children - Who are they?"; "Parents and Children"; "The Development of Educational Provision for the Blind and Partially Sighted Children"; "From Childhood to Adolescence"; "The Visually Handicapped Adolescent"; and "Assessment of the Intellectual, Social, and Educational Attainments of Visually Handicapped Children". (ERIC)

Dale, F. PLEASE HELP ME and USEFUL INFORMATION FOR PARENTS OF CHILDREN WITH IMPAIRED VISION. England: Royal National Institute for the Blind, 1980.

This series of pamphlets provides cartoon illustrations to explain to parents the anatomy and physiology of the eye, the role of various professionals in visual care, a list of terminology used by professionals, and some general information on how to help children with visual impairments learn to feel accepted and independent.

Drouillard, R.; and Raynor, S. GET A WIGGLE ON: A GUIDE FOR HELPING VISUALLY IMPAIRED CHILDREN GROW. Washington D.C.: Aahper Publication Sales, 1975.

This booklet is intended for parents and other individuals in contact with the blind or visually impaired infant and provides suggestions for aiding the child's growth and development.

Drouillard, R.; and Raynor S. MOVE IT! A SEQUAL TO GET A WIGGLE ON! Washington D.C.: Aahper Publication Sales, 1977.

Prepared as a sequal to the earlier document the booklet contains suggestions for parents in assisting young blind or visually handicapped children to grow and learn like other children. Among suggested activities are the following: teaching independence,learning spatial relationships, helping around the house, playing sorting games, learning to tell time, going to a nursery school, and talking about feelings.

Eustis, E.M.; and Tierney, B. GUIDELINES FOR TEACHERS AND PARENTS OF VISUALLY HANDICAPPED CHILDREN WITH ADDITIONAL HANDICAPS. England: Royal National Institute for the Blind, 1978.

Intended for parents and teachers of blind, multihandicapped children in special schools, the booklet outlines practical suggestions for teaching children with varying degrees of handicaps. Sections cover the following areas: visual handicap, motor development and mobility, sense of smell, use of hands, the development of visual ability and interpretation from infancy to 2 years, visual efficiency training, auditory training, language and speech, self help skills, instructional objectives, and education. (ERIC)

Fraiberg, S. "Intervention in Infancy: A Program for Blind Infants". JOURNAL OF THE AMERICAN ACADEMY OF CHILD PSYCHIATRY, Vol. 10, July 1971.

A report on longitudinal studies of the uniqueness of the developmental patterns of the blind baby. It discusses the use of home visits to show parents how to assist their infant's development. (TPTT)

Hamilton, S. "Aid for the Partially Sighted". McCALLS, Vol. 107, 1980, pp. 57.

This article describes the services of the National Association for Visually Handicapped concerning how parents can help their partially visually impaired child. The author explains that parents should not pamper their child and make a big issue of the child's condition. The parents can consult this organization in order to receive counseling, books on educating normal seeing children and adults on the problems of the partially sighted and referral to optical aids such as special reading lamps and glasses. The organization is a supportive organization that promotes parental awareness and involvement in the problem.

Kastein, Shulamith; and Others. RAISING THE YOUNG BLIND CHILD: A GUIDE FOR PARENTS AND EDUCATORS. New York: Human Science Press, 1979.

The book guides parents through day to day situations in caring for and educating a young blind child. Chapters follow the same sequential steps that occur in the development of the sighted child, allowing for differences in individual children. Part I focuses on the infant (birth to 22 months) with chapters on language; early motor development (early stimulation, grasping, reaching, rolling over, sitting, crawling and creeping, walking independently, and fine motor development); social development (feeding, drinking from a cup, finger feeding, spoon feeding, and dressing and undressing); emotional development (separation and social development); the senses (hearing, touch, smell and sleep); play; and blindisms and mannerisms. Part II covers the stages between 23 months and 3 years with chapters on the body (mobility, body concept, running, swimming, and fine motor development); sensory development (hearing, language, touch, smell and severely limited vision); independence (mealtimes, toilet training, social development, emotional development, and self care skills); and play. A final section (3 to 5 years) includes chapters on language; advanced motor development (gross motor development, mobility, orientation, trailing, sight guide techniques, and fine motor development); growing up (grooming, dressing, and undressing, mealtimes, and helping around the house); prereading (prebraille, tactile discrimination, counting, and auditory discrimination); learning through play; first awareness of blindness; and multiple impairments. (ERIC)

Keeney, Arthur; and McGavin, John. "Parent Counseling Groups in Management of Visually Handicapped Children". AMERICAN JOURNAL OF OPHTHAMOLOGY, Vol. 69, No. 1, January 1970, pp. 158-160.

Parent groups have been established in all 50 states by the National Aid to Visually Handicapped. This article discusses the various stages and emotions associated with first learning a child is handicapped and the parent's need for sympathetic understanding of eye disease patterns. Parents are encouraged to enroll their children in segregated schools, expose the child to a wide variety of experiences and to provide successful experiences for the child. Parents are reassured that nothing they did caused their child's blindness, and are informed of all available community aids.

Klein, Corrine. "Coping Patterns of Parents of Deaf-Blind Children". AMERICAN ANNALS OF THE DEAF, Vol. 22, No. 3, June 1977, pp. 310-312.

This article describes the problems created by the dual handicap of deafness and blindness. The author suggests that the ramifications for families are likely to be more serious than many professionals perceive them to be. A description of support services which are likely to be beneficial is provided, although the author notes they are not always available.

Knappett, Keith; and Wagner, N. "Sex Education and the Blind". EDUCATION OF THE VISUALLY HANDICAPPED, Vol, 8, No. 1, Spring 1976, pp. 1-5.

Because the casual visual avenues of the information are closed, the blind child must learn about sex through tactile means which are generally not available. The negative attitudes toward sex education and the blind are reflected in parents' reluctance to provide their children with information and the inadequacy of sex education programs in schools for the blind. For effective sex education to be developed, such areas as genetic counseling, learning of socially appropriate behaviors, and the value of tactile learning in the sex education of the blind must be considered. (ERIC)

Kuaraceus, W.; and Hayes, E. IF YOUR CHILD IS HANDICAPPED. Boston: Porter Sargent, 1969.

SEE General Information.

Langdon, J.N. "Parents Talking". NEW BEACON, Vol. 54, 1970, pp. 282-288.

This article uses parents' statements to describe the difficulties they encountered when a child was first diagnosed as visually handicapped. Parents are quoted concerning their needs for sympathetic comfort, information about blindness and available services, ideas for child management, and complaints about medical services and program administration.

LEARNING AIDS FOR THE VISUALLY IMPAIRED CHILD. Pennsylvania: National Learning Center, 1977.

Intended for parents, the booklet provides a practical guide to the types of learning aids that are helpful to the visually impaired child from preschool to postschool age. Aids for the preschool age are broken down into the following areas: materials for touching, for listening, for developing language, for developing body image, for learning to control movement, for self help, and to make at home. Sources for talking book materials appropriate for the school age child are given, and descriptions of materials for leisure time and daily living are offered. A source of information about special electronic devices for the post-school age child is cited. Cost information is provided for most of the materials mentioned. Appended are the addresses and telephone numbers for Optacon training programs and financial aid, a directory of Pennsylvania radio services for the visually impaired, and a directory of producers and distributors of materials.

Lowenfeld, Bertholce. OUR BLIND CHILDREN: GROWING AND LEARNING WITH THEM. (3rd. Ed). Illinois: Charles C. Thomas, 1971.

This book, geared towards parents of blind children, deals with the emotional impact that parents of a blind child experience, facts about vision and blindness, ideas for teaching self help skills, parental attitudes and educational options for the visually impaired. There also is a section on questions that parents often ask, and another chapter on the multi-handicapped blind.

"Nationally Speaking: Working with Blind Preschoolers". AMERICAN JOURNAL OF OCCUPATIONAL THERAPY, Vol. 3, No. 7, August 1977, pp. 417-419.

This article discusses how parents of blind children can be helped to teach skills, ventilate their feelings, and accept their child's handicap. It focuses on how parents can help their children make contact with the outside world and learn to master themselves, their life space and how to interact with others through sensory compensation.

Nousanen, Diane; and Robertson, Lee. TAKE CHARGE! A GUIDE TO RESOURCES FOR PARENTS OF THE VISUALLY IMPAIRED. Texas: National Association for Parents of the Visually Impaired, 1980.

The booklet is designed to help parents become aware of resources for their visually handicapped children. Sections are grouped into 16 commonly asked questions about services on such topics as medical and eye care, children's rights, sources of books and recorded material, organizations, journals, background information, curriculum, reference books, motor activities and recreation, films, books about others' experiences with handicaps, and suggestions for further reading- (ERIC)

Rottman, Robert. AN OPEN LETTER TO PARENTS OF BLIND CHILDREN. Maryland: National Federation for the Blind, 1976.

This pamphlet is aimed at helping parents of visually impaired children learn to understand the problems they and their children may face. It also gives information as to how they (the parents) and professionals may assist the child in his adjustment and education.

Schuch, J. GET READY, GET SET, GO! A GUIDE FOR PARENTS OF VISUALLY IMPAIRED CHILDREN. Michigan: International Inst. for Visually Impaired, 1980.

Written by a kindergarten teacher in a school for blind children, the booklet is designed to give parents insights and guidelines to help prepare their visually handicapped child for school. Part I reviews characteristics of learning. Part II focuses on how children learn. A third section, which makes up most of the document, offers guidelines in the following areas: sensory awareness, language; body image; self care skills (eating, dressing, lacing, putting away clothes, toilet training, washing, sleeping); gross motor abilities; small muscle abilities; planned motor training; orientation and mobility; learning to play; and use of remaining vision. A final section offers suggestions for behavior management and includes a bibliography. (ERIC)

Scott, Eileen; and Others. CAN'T YOUR CHILD SEE? Maryland: University Park Press, 1977.

Written for parents of visually handicapped children, the book addresses questions of diagnosis, management, and schooling for the blind and partially sighted young child. The first two chapters deal with the emotional impact of diagnosis on parents and review in lay terms common eye conditions. Special needs of the visually handicapped infant and toddler are considered in separate chapters, and practical suggestions for parents in home management are given. A sixth chapter discusses the needs of a multiply handicapped child, a seventh the importance of play and playthings, and three final chapters address social, psychological, and educational aspects of nursery and elementary school and beyond. (TPTT)

Sykes, K.C. "Camp Challenge: Program for Parents and Their Preschool Children with Visual Handicaps". NEW OUTLOOK FOR THE BLIND, Vol. 68, No. 8, October, 1974, pp. 344-347.

Described is an annual 6-day program which organizes lectures on educational programs and state services for parents of visually handicapped preschoolers while children engage in an individualized learning program supervised by experienced teachers and in traditional camp activities. Costs, sponsors, recruitment, programming, evaluation, and informal aspects of the camp (located in Florida) are discussed. Examined are such features as the parents' program as lectures by guest speakers on preschool readiness, residential kindergarten, hearing and language needs, orientation and mobility, emotional problems, state services, residential school program and services, child development, daily living skills, opportunities to socialize and exchange ideas with other parents, and a visit to a nearby public school resource room program. Skill areas dealt with in the children's program are cited, such as eating, grooming, toileting, dressing, speech and language, conceptual development, body image, gross and fine motor coordination, and socialization. Noted among teaching materails used at the camp is a videotape mechanism for recording the guest speaker's talks, for taping teaching sessions with the children, and for teacher/parent evaluation purposes. Typical problems arising due to the short-term nature of the program are discussed, and future plans such as local workshops and classes, dissemination of resource materials, and the need to encourage attendance by entire families are explained. (ERIC)

Taylor, B. BLIND PRE-SCHOOL: A MANUAL FOR PARENTS AND EDUCATORS. Colorado: Industrial Printers of Colorado, Inc., 1974.

The manual for parents and teachers contains articles pertinent to the physical, social, emotional, and intellectual development of preschool blind and partially-sighted children.

The Psychiatric Institute. "Blind Adjustment". FOCUS, Winter/Spring, 1978, pp. 14-17.

This article discusses the adjustment problems of blindness encountered by the blind person and his family and professionals (evaluation, rehabilitation and education). It contains a description of the characteristics of the blind likely to be misinterpreted by others, and methods of compensating for them. Special attention is given to the adjustment problems of children born blind, and recently blinded adults.

Ulrich, Sharon. ELIZABETH. Ann Arbor: University of Michigan Press, 1972.

The account of raising a blind child is written by a mother whose fifth child was born prematurely and became blind due to retrolental fibroplasia, a result of oxygen administered soon after birth.

Weisse, Fran; and Winer, Mimi. COPING WITH SIGHT LOSS: THE VISION RESOURCE BOOK. Maryland: The Vision Foundation, Inc., 1980.

This book is in large bold type and is available on cassettes for use by blind persons. The first section of this book contains general information about eye care, vision and coping with vision loss, benefits and rights provided by the government and various agencies (including tax exemptions, supplementary incomes and laws protecting the visually impaired), listings of low vision services, aides and other devices, and a list of national organizations for the visually impaired. The second section of this book provides listings of Massachusetts state agencies for adults and children, including consumer groups, career counseling, genetic counseling, hobbies, transportation, recreation, financial help and some toll free information telephone numbers. The third section of this book contains an alphabetical index of all the names and addresses of organizations discussed in the previous sections.

Watson, M.J.; and Nicholas, Judith. A PRACTICAL GUIDE TO THE TRAINING OF LOW FUNCTIONING DEAF-BLIND. Hartford: Connecticut Institute for the Blind, 1973.

Provided are guidelines for parents and teachers working with severely handicapped deaf blind children. Hearing, vision, and communication considerations are listed in the first section. Specific suggestions are outlined for developing the following skills: discipline, body movement, toilet training, eating, dressing, washing, and social awareness. A final section includes recommendations for home activities. (CL)

MEDIA

LIKE EVERYONE ELSE. New York: Blind Association of Western New York, 1977.

The film focuses on the mainstreaming of a blind 12 year old boy and includes brief interviews with the child, his parents, and teachers. The child is shown participating in class, in gym, in shop, and in games with nonhandicapped children. (ERIC)

Programs, Organizations, Products and Additional Resources

PROJECT TITLE : PERKINS INFANT/TODDLER PROGRAM (0-3)

CONTACT PERSON : Charles E. Woodcock, Director 617/924-3434 Ext. 330

PROJECT ADDRESS : Perkins School for the Blind
175 North Beacon St.
Watertown, MA 02172

PROGRAM TYPE : Handicapped Children's Early Education Program Demonstration Project

POPULATION SERVED: Twelve visually handicapped infants aged birth to 3 years and their parents or principal caregivers.

PROJECT ABSTRACT : The children are legally blind or have a visual impairment which will require evaluation, modification of equipment or environment, special techniques, understanding materials to adapt better to the home or future school settings.

The project has a home-teaching program stressing parent involvement and plans to offer a parent and infant group program at the project three times a month. Objectives for the children's growth are facilitated by the development of a "life-learning" curriculum, using the child's natural environment - the home and neighborhood, family, extended family and community.

Services to parents include home teaching, day and evening center-based participation, support services, information exchange, program planning and evaluation.

PROJECT MATERIALS: Notes and/or newsletters indicated but not specifically named.

(1980-82 TADS/WESTAR)

PROJECT TITLE : THE NATIONAL FEDERATION OF THE BLIND

CONTACT PERSON : Dr. Kenneth Jerrigan, President

PROJECT ADDRESS : The National Federation of the Blind
1800 Johnson Street
Baltimore, MD 21230

PROGRAM TYPE : National self-help disability group with state and local chapters

POPULATION SERVED: Blind individuals and their parents.

PROJECT ABSTRACT : Not indicated.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Newsletter for Parents of Blind Children - published by the Committee on Parental Concerns

PROJECT TITLE : NATIONAL ASSOCIATION FOR VISUALLY HANDICAPPED

CONTACT PERSON : Not indicated

PROJECT ADDRESS : 305 East 24th Street
New York, New York 10010
212/889-3141

320 Balboa Street
San Francisco, CA 94121
415/221-3201

PROGRAM TYPE : National non-profit health organization devoted solely to the partially seeing.

POPULATION SERVED: Children and youth with visual handicaps, and their parents.

PROJECT ABSTRACT :
1. Youth programs
2. Cooperation with educators, school systems, and libraries to ensure that proper materials for visually handicapped children are available and that teachers expand their understanding of visual handicaps.
3. Counseling and discussion groups

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Newsletter - In Focus
Handouts

PROJECT TITLE : THE INTERNATIONAL INSTITUTE FOR VISUALLY IMPAIRED, 0-7, INC.

CONTACT PERSON : Sherry Raynor, President 517/332-2666

PROJECT ADDRESS : 1975 Rutgers Circle
East Lansing, MI 48823

PROGRAM TYPE : International private, non-profit corporation

POPULATION SERVED: Parents, teachers, and others concerned with the early development and education of visually handicapped preschool children and/or their families.

PROJECT ABSTRACT: Some of the program's purposes are as follows:

1. To promote and develop activities and programs that concern the growth, development, education and welfare of preschool visually handicapped children worldwide.

2. To increase awareness worldwide regarding the need for early services for these children and their parents.

3. To provide consultant services to programs serving these children and their parents.

4. To develop media and materials for parents and teachers.

PROJECT MATERIALS DEVELOPED FOR PARENT USE:
Newsletter - VIP Newsletter
Booklet - Make It
Materials - Materials for Parents
Book - Get Ready ...Get Set...Go
Papers - Proceedings from the 1981 International Symposium on Visually Handicapped Infants and Young Children: Birth to 7
Video-tape -"Move It."

PROJECT TITLE : NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, INC. AND ITS AFFILIATES

CONTACT PERSON : Virginia S. Boyce, Executive Director

PROJECT ADDRESS : 79 Madison Avenue
New York, New York 10016

PROGRAM TYPE : National non-profit voluntary health agency

POPULATION SERVED: National program of services, education and research into the causes of blindness and serious vision impairment.

PROJECT ABSTRACT : No training program for parents indicated.

PROJECT MATERIALS DEVELOPED FOR PARENT USE: Pamphlet - Have Eye Test for Pre-Schoolers
Others

Appendix

Mr. Eugene Booth
Booth Educational Systems, Inc.
Weston, MA 02193

Ms. Polyxane Cobb
Temporary Care Services, Inc.
Cambridge, MA 02138

Ms. Mary Condon
Student Support Services
Boston Public Schools
Boston, MA 02108

Mr. John M. Cullinane
Newton Public Schools
Newton, MA 02160

Ms. Noreen Curran
and Ms. Anna Williams
Parent Assistance Project
Student Support Services
Boston Public Schools
Boston, MA 02108

Ms. Barbara Cutler
Dept. of Sociology
Boston University
Boston, MA 02159

Ms. Arlene R. Dale
Greater Boston Regional Ed. Ctr.
Mass. Dept. of Education
Cambridge, MA 02140

Mr. John DeSanctis
Early Childhood Project
Mass. Dept. of Education
Quincy, MA 02169

Ms. Nancy Dvorin
Abt Associates, Inc.
Cambridge, MA 02138

Ms. Patricia A. Ferris
Program Audit and Assistance Bureau
Mass. Dept. of Education
Quincy, MA 02169

Ms. Margaret Foran
Wrentham State School
Wrentham, MA 02093

Dr. Ronda Goodale
Student Support Services
Boston Public Schools
Boston, MA 02108

Mr. James Holland
Program Audit and Assistance Bureau
Mass. Dept. of Education
Quincy, MA 02169

Ms. Sylvia Johnson
Dissemin/Action Project
Falls Church, VA 22041

Mr. Robert A. Johnson
Hampshire Regional School District
Haydenville, MA 01039

Ms. Pamela Kaufman
Greater Boston Regional Education Ctr.
Cambridge, MA 02140

Mr. Reind Kock
Westport Public Schools
Westport, MA 02790

Ms. Linda Lewis
Abt Associates, Inc.
Washington, D. C. 20036

Ms. Deborah Litman
Parent/Professional Partnership Program
The Education Cooperative
South Natick, MA 01760

Ms. Kathy McNeil
Federation For Children With Special Needs
Boston, MA 02116

Ms. Donna Z. Mirkes
Program Development Assistance
System (PDAS)
Dept. of Education
University of Washington
Seattle, WA 98105

Dr. Carolyn Newberger
Manville School
Boston, MA 02115

Dr. Margaret Noel
Program Development Assistance
System (PDAS)
Department of Education
University of Washington
Seattle, WA 98105

Mr. David Noriega
Student Support Services
Boston Public Schools
Boston, MA 02108

Ms. Mary O'Brien
Integrated Foster Care Program
Cambridge, MA 02140

Ms. Kathleen O'Leary
Project Partnership
BICO Collaborative
North Attleboro, MA 02760

Mr. Thomas Peters
West Bridgewater Public Schools
West Bridgewater Public Schools
West Bridgewater, MA 02379

Ms. Nelly Sepulveda Rathmill
Special Education Appeals Bureau
Mass. Dept. of Education
Quincy, MA 02169

Mr. Jose Rebeiro
Bilingual Education Dept.
Cambridge Public Schools
Cambridge, MA 02139

Ms. Meredith Richardson
Massachusetts Child Search
Mass. Dept. of Education
Quincy, MA 02169

Ms. Maria I. Ruiz
and Dr. Anna Martin-Jearld
Bilingual/Multi-Cultural Special Education
Project
Mass. Dept. of Education
Quincy, MA 02169

Dr. Susan Swap
Wheelock Center For Parenting Studies
Wheelock College
Boston, MA 02215

Staff of Product Dissemination
TADS/WESTAR
University of Washington
Seattle, WA 98105

Mr. Peter Toohey
Hudson Public Schools
Hudson, MA 01749

Ms. Martha Ziegler
Federation For Children With Special Needs
Boston, MA 02116

NOTE: In addition we were assisted in the compilation of this annotated bibliography by information gained from interviews with representatives or chairpersons of Parent Advisory Councils For Special Education in the following Massachusetts cities and towns:

Ms. Martha Barrell - Belmont
Ms. Donna Chipoli - West Bridgewater
Ms. Patricia Emory - Manchester
Ms. Alice Flynn - Andover
Ms. Norma Graffey - Cohasset
Ms. Pat Grennon - Randolph
Ms. Chris Henry - Weymouth
Ms. Jeanne Kunze - Billerica
Ms. Barbara Leone - Watertown
Ms. Mary O'Keefe - Somerville
Ms. Nancy Patton - Weston
Ms. Joanne Robinson - Somerville
Ms. Patricia Sabbey - Needham
Ms. Janice Weisman - Newton

Northeastern University
207 Lake Hall
360 Huntington Avenue
Boston, MA 02115

Robert D. Kreger, Project Director
Grant # - G008100429
Project # - 023HH10027
CFDA: 84.023H
Grant Negotiator: Gloria Johnson

Research Analysis

Prior to discussing the findings of this research grant as it relates to gaps in parent involvement in the educational process of children with special needs, and the statement this makes for future research and training in this area, some comments pertaining to the process involved in gathering and organizing this vast amount of information should be addressed. This, it is felt, offers credibility to the findings.

As indicated in the grant, a prioritization of topics was to precede everything. After much deliberation concerning the breadth of the topic of the grant, it was decided that topics would be categorized along dimensions of the various conditions comprising special needs' populations (i.e. emotionally disturbed, visually impaired, etc.), as well as, including the following four broader topics; Early childhood, Parents rights, Due process, the Law, IEP's, and Mainstreaming, Linguistic and Racial Minorities, and a General category. (See table of contents in report). Each category was then subdivided into the traditional (books, pamplets and printed material) and non-traditional (programs, projects and additional resources) headings. This format allowed for the extensive type of research coverage deemed necessary to meet the expectations of the grant; to find and analyze commonalities and divergencies between existing resources and to reveal "gaps" in parent involvement and/or training which suggests needs for future research and/or training in the area of parent involvement. This format also enabled us to provide for an on-going prioritization and tailoring of topics as we made contact with various individuals, agencies, organizations, school systems, etc.

With the category format established in a manner that would allow for an ordering of the large amounts of information to be gathered, the project began its search for materials pertaining specifically to the topic. Emphasis was continually being placed on obtaining specific information concerning the state of affairs in parental involvement so as to reflect on the needs for research in this area. As this took precedence over the secondary purpose of the grant (compiling an annotated document), information that was pure overlap of content or that could offer no clear data that would help in assessing "gaps" in research etc., was omitted.

The information gathering process included library searches for "traditional" materials found in books, articles and printed materials, as well as research aimed at locating the "non-traditional" information obtained from interviews with numerous parents and educators, questionnaires received from special education administrators, requests for materials from National, State and Local Professional and Parent organizations, reviews of program and project manuals (i.e. TAD/WESTAR), etc.

With the latter ("non-traditional"), the process involved solicitation of materials and information from parents, professionals and organizations familiar with the topic. Following is a summary list of those written contacts made which resulted in numerous materials being sent to the project (the letters, forms and/or lists are attached at the end of this report).

Closer Look - (#1 attached)
National Parent Information Centers - (#2 attached)
National Parent and Advocacy Organizations - (#3 attached)
Parent Advisory Council Administrators in Massachusetts - (#4 attached)
Grant Advisory Council Members - (#5 attached)

In addition, of course, numerous personal interviews were conducted with National, State and Local professionals and parents.

In-depth notes were taken and this information has been integrated into the body of the research analysis report. (A partial list of those individuals contributing to this process can be found appendiced in the annotated document).

As indicated, a wealth of information from numerous sources relating to parental involvement was accumulated and categorized. Using this as a framework, the final phase of critical review and analysis could begin.

In keeping with the original intent of the grant to identify gaps in parental involvement, training and/or research, the critical analysis was conducted. This involved a careful reading of each annotated entry from both the traditional and non-traditional findings for purposes of extrapolating information that addressed the current types and quality of parent involvement and future need in this area. During this process, certain categorical themes emerged which offered a format for evaluating the field as it presently functions and make suggestions for future involvement and/or research. Below is a list of those categories and related findings and suggestions. This comprises the analysis.

Type/Quality of Parent Involvement

The findings indicate that there exists a very strong emphasis on continuity of care between home and school. Many of the Federal Outreach and Demonstration programs emphasize family needs' assessments and program from this and other diagnostic-prescriptive designs that focus on parental involvement in their child's education. Some recent work pays close attention to the whole-family approach to training and this shows some exciting promise. The existence of parent support groups is expansive and yields positive feedback from practitioners. It appears that many of the programmatic structures (i.e. parents as evaluators, parents as instructors in the class and at home, parents as meaningful agents in curricular materials design, etc.) basic to active parental involvement are sound and in place. However, the following suggestions/questions concerning training and/or research related to the above issues seem warranted.

1. Regarding the philosophy for training design and perspective, what works and what may be better? Is behavior modification better or more effective than a developmental approach? Does this vary with the disability? Can one approach (i.e. Behavior modification) work with a multitude of differing handicapping conditions as often found in Federal Outreach and Demonstration grants?

2. Who should be the training personnel for parents? Some feel the teacher would be the most effective trainer (as opposed to the social workers, school psychologists, etc.) as this would help insure a more direct continuity of care system. Research comparing the effectiveness of the teacher as parent trainer versus other members of a transdisciplinary team has merit.

3. Another emerging area having considerable potential is the concept of having parents who have been trained and met certain competencies, become trainers of other parents. Research addressing the benefits of learning from one who shares in their plight suggests some interesting avenues for training to take. The same could be said for having experienced parents serve as advisors for programs. Also, parent awareness groups could serve as knowledge disseminators for purposes of prevention.

4. The practice of providing for total family training (siblings, extended family) is emerging and should be a prime target for future research.

5. Although difficult to specifically depict from the findings, it appears that parents could benefit from training which includes an understanding of the developmental level and course of their child's handicapping condition. This would help them considerably in terms of understanding the conditions of the exceptionality and give them insight into appropriate interventions for dealing with the disorder. Examples of this type of training would include providing an understanding of Piagetian cognitive concepts for parents of mentally retarded or learning disabled children. Also an understanding of social and emotional development would positively serve parents of the emotionally disturbed or of handicapped children having secondary emotional problems. This latter area appeared to be grossly neglected in parent training.

6. While some programs offered parental counseling services for purposes of coping with their feelings of grief, guilt, anger or depression, there appeared to be a serious lack of understanding on behalf of educators, etc. regarding these parental issues. Research is needed here to assess the role these feelings play in hindering the continuity of care basic to parent training. Much of what motivates the communication problems existing between parents and school may be influenced by this latent force.

7. Much research is needed which can elicit an honest appraisal of how parents of special needs children perceive the role and intentions of the school and in turn how school officials and teachers perceive the role, intentions and expectations of the parents. This may go a long way towards indentifying those problems which continue to erode the parent-school interaction process. The following research suggestions are offered.

    a. Parents' perceptions of what they feel are the services their child should be getting in school as compared with the services they are receiving. (This would address the issue of "appropriate versus ideal" education for the handicapped which emerged as an issue in our research).

b. Parents' perceptions of how they think they are viewed by school personnel in terms of their role as helpers, decision makers, home trainers, etc.

c. Parents' perceptions of the judgements made by school personnel regarding their child's program. Do they trust and rely on these judgements or do they not respond to them because of intimidation, low self-esteem, etc?

d. The perceptions of educators concerning the role of the parents' feelings of having given birth to a special needs child. Do they see and understand how these feelings may be influencing the behavior the parent expresses towards the school? While this is often assumed in the literature and in training programs, certain personal accounts written by parents of handicapped children point out that too often the school appears callous and insensitive to their plight.

Due Process, IEP's and Mainstreaming

There exists a vast collection of information pertaining to Due Process and the IEP. However, there appears to be two basic problems; 1. much of the material is too sophisticated for the lay parent to interpret and; 2. there is a problem making the materials available for parent use. Many parents simply do not know that the material is available or where it may be obtained. In addition, the parents' role in the mainstreaming process lacks clear identification. The findings indicate the following questions and suggestions need to be raised on these topics.

1. Research which can clearly delineate parents' current level of understanding of the law should be forthcoming. These findings could then serve as a starting point for ascertaining how future training could improve the situation.

2. The impact of parent pressure on decision making needs attention. Research on the effectiveness of various advocacy approaches, legal interventions and parents feeling "empowered" are sug-

gested. This has particular importance in light of current fiscal constraints.

3. Efforts need to be made to personalize the IEP and help dilute the technical format and terminology so as to help the parent understand and thus become more involved in the plan. Findings point out that many parents view the IEP as the "schools responsibility" and do not therefore see themselves as decision makers. Some administrators commented that the IEP is too mired in paperwork and therefore, takes too much valuable time away from the parent and child.

4. Parents could benefit from training in the use and understanding of test and assessment batteries used in the evaluation of their children. This is one area that would aid them in determining whether their child is receiving an appropriate education plan. Parents need to feel they have learned something from the IEP experience.

5. More research that would reveal parent attendance patterns at the IEP's are needed. The role and interest of the father's involvement would be of particular importance.

6. The efficacy of involving parents of normal children with parents of handicapped children in training and advocacy needs clarification. This is an emerging trend and offers new perspectives in the area of normalization and/or mainstreaming. While the rationale appears sound, further data is needed to uncover the dynamics of such interactions.

7. The findings indicate that many parents do not have a clear concept of the rationale or process of mainstreaming. Research and/or training concerning their impressions of this normalization process is encouraged.

Linguistic and Racial Minorities

There is no question that this is an area needing considerable attention. This is no secret and has been amply identified and addressed by the Bureau of Education for the Handicapped in reports of the HCEEP Minority Leadership Workshop (May 21-23, 1979) Issues of Common Concern and the June 22-25, 1980, Program Strategies for Cultural Diversity, Minority Leadership Workshop. Many of the findings in this research were related to various Indian tribes. There seems to be a real lack of information on other linguistic and racial minorities. Indications are that the following issues need attention.

1. Research pertaining to the school administrator's knowledge about minority needs and concerns.

2. Good appropriate parent materials need to be developed for minorities.

3. Research eliciting the impressions and perceptions of minority parents concerning their attitudes and values of the U.S. educational system would shed light on programming needs. The same type of research could be conducted to learn more about the attitudes school personnel have towards minorities and their needs.

4. Standard parent training procedures will not be necessarily applicable for minority parents of special needs children. A needs assessment survey of minority professionals in the field would help in future planning of training programs for these populations.

Following is a list of some general findings that reflect on gaps in parent training/involvement and suggestions for research or training.

1. There exists a need for follow-up studies to evaluate the effectiveness of Parent Information Centers, the Parent Advisory Councils and Closer Look.

2. Research evaluating the dissemination of research findings to local levels needs to be done. Many administrators in our questionnaire sample stated they had little or no knowledge of research efforts or results in the area of parent involvement.

3. Many of the Federal programs for Demonstration and Outreach claim to be able to service many different handicaps. One questions the efficacy of this with regards to training philosophy or approach. It sounds as if we are spreading ourselves too thin in this regard.

4. Just as it is obvious that parent involvement emphasis is focusing on early childhood populations, so too does it seem apparent that little is being accomplished in involving parents of children in secondary programs. Research in this area is sorely needed.

5. While it appears that the needs of the parents of severely/profoundly handicapped children are clear, the training needs of the parent whose child has mild or moderate special needs loses its focus. Research addressing this should be forthcoming.

6. There exists a need for programs to test the efficacy of year-round schooling for the handicapped and year-round training and involvement for their parents.

7. Findings indicate that schools need to be more flexible in their hours so as to provide for working parents, etc., to be able to attend IEP's, training workshops, etc. This may be particularly true for the single parent of the special needs child.

8. Parents of special needs children will need training which enables them to keep up with the technology to which their children are being introduced; i.e. microcomputers in special education, new approaches in curriculum, etc.

In summary, the above mentioned "gaps" and needs for future research in parent involvement in the educational process of children with special needs represents the total, cumulative findings of this project. While we are fully aware that time and financial limits may have prohibited us from obtaining even more information, we hope that what we have uncovered offers insight into the field. For we believe as one special education administrator stated: "A knowledgeable parent is a supportive parent".